



STAFF MANUAL GAUN

SCHOOL OF FOREIGN LANGUAGES

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1. ABOUT US

The School of Foreign Languages supplies preparatory English education for students enrolled in the Departments of Engineering, Medicine, Architecture, Education, Aeronautical Engineering, and English Language and Literature as well as the Faculty of Science and Letters and Faculty of Economics and Administration. Moreover, engineering, aeronautical engineering, medicine, communication, and health services students are educated according to their professional areas. Our school also provides courses as distance education for students in the Faculty of Science and Letters, Health Services Vocational School, School of Physical Education, and Conservatory during their freshman year. We design our courses according to Common European Framework of Reference for Languages (CEFR) standards. Our courses are compatible with international standards of English education, and they focus on the four basic language skills (reading, writing, listening and speaking).

1.1 WELCOME STATEMENT FROM THE DIRECTOR

Dear respected YDYO members,

It is my honor to welcome you to Gaziantep University, School of Foreign Languages. I hope we will all work here in utmost harmony.

As an elaborate institution of tertiary level education, it is our duty to raise students who do not only focus on their personal education but also on the improvement of the society they live in. This means that we have to work hard and get tired at times, but it also means that we will be relieved when we see the desired result, which means conscious learners of the present day and responsible entrepreneurs and individuals of tomorrow. This process might be thorny; however, it must not be forgotten that the end is promising, full of sweet and fragrant roses.

We try to keep up with the latest trends in the field of teaching English by attending workshops, conferences, seminars and / or organizing such events at our school whenever possible. We are always in search of the most beneficial methods, materials and books for our students without forgetting that no single method, material or book would ever be the most ideal one. Thus, we encourage the use of an eclectic approach while teaching English. We are a very cooperative team, sharing everything we know with each other and providing support whenever needed. We also try to make our workplace a fair and peaceful place because we think that only when people know they are treated fairly, will they work peacefully.

The School of Foreign Languages is a big family where everybody tries to put up their guests, our students, in the best way that is possible. We try to make our students learn basic English in an effective way. We are well aware of the fact that the time our students spend at the preparatory class is not enough, but it is suitable to form a base on which they can build more as they grow further in their educational and personal careers.

My dear colleagues, let me once again express that I am proud to be working for a school with such distinguished people. I would like you all to know that I am always ready to help, guide and encourage you while you are teaching and try to help you when there is a personal matter.

Please keep in mind that our compass is the principles of our unforgettable leader, Mustafa Kemal Atatürk, when we are performing our holy job.

Best regards,

Assoc.Prof.Dr.Emrah CİNKARA

Director

School of Foreign Languages

1.2 OVERVIEW OF THE SFL

The School of Foreign Languages supplies preparatory English education for students enrolled in the Departments of Engineering, Medicine, Architecture, Education, Aeronautical Engineering, and English Language and Literature as well as the Faculty of Science and Letters and Faculty of Economics and Administration. Moreover, the students of engineering, aeronautical engineering, medicine, communication, and health services are educated according to their professional areas. Our school also provides courses as distance education for students in the Faculty of Science and Letters, Health Services Vocational School, School of Physical Education, and Conservatory during their freshman year. We design our courses according to the Common European Framework of Reference for Languages (CEFR) standards. Our courses are compatible with international standards of English education, and they focus on the four basic language skills (reading, writing, listening and speaking).

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1.3 MISSION AND VISION

1.3.1 Aims

The objective of the language program is to provide the students with sufficient language skills (reading, writing, listening, speaking) to follow the courses in their faculties, and to train them as productive individuals with their dynamism and contemporary values for engineering and medicine.

After successful completion of the program, the students will be able to:

- understand and use certain linguistic structures effectively in terms of form and function.
- read authentic and semi-authentic texts with reasonable comprehension by making use of reading and vocabulary skills.
- produce free and academic writing.
- comprehend academic lectures, develop global as well as detailed aural understanding while listening.
- speak and interact with confidence and competence in a wide range of situations.

1.3.2 Vision

Our vision includes the following:

- to improve the quality of foreign language education programs used in all units of the School of Foreign Languages,
- to provide our students with both in-and-out of class activities so that they can organize their studies effectively in independent environments,
- to develop our school into a more qualified educational institution for our country.

1.3.3 Mission

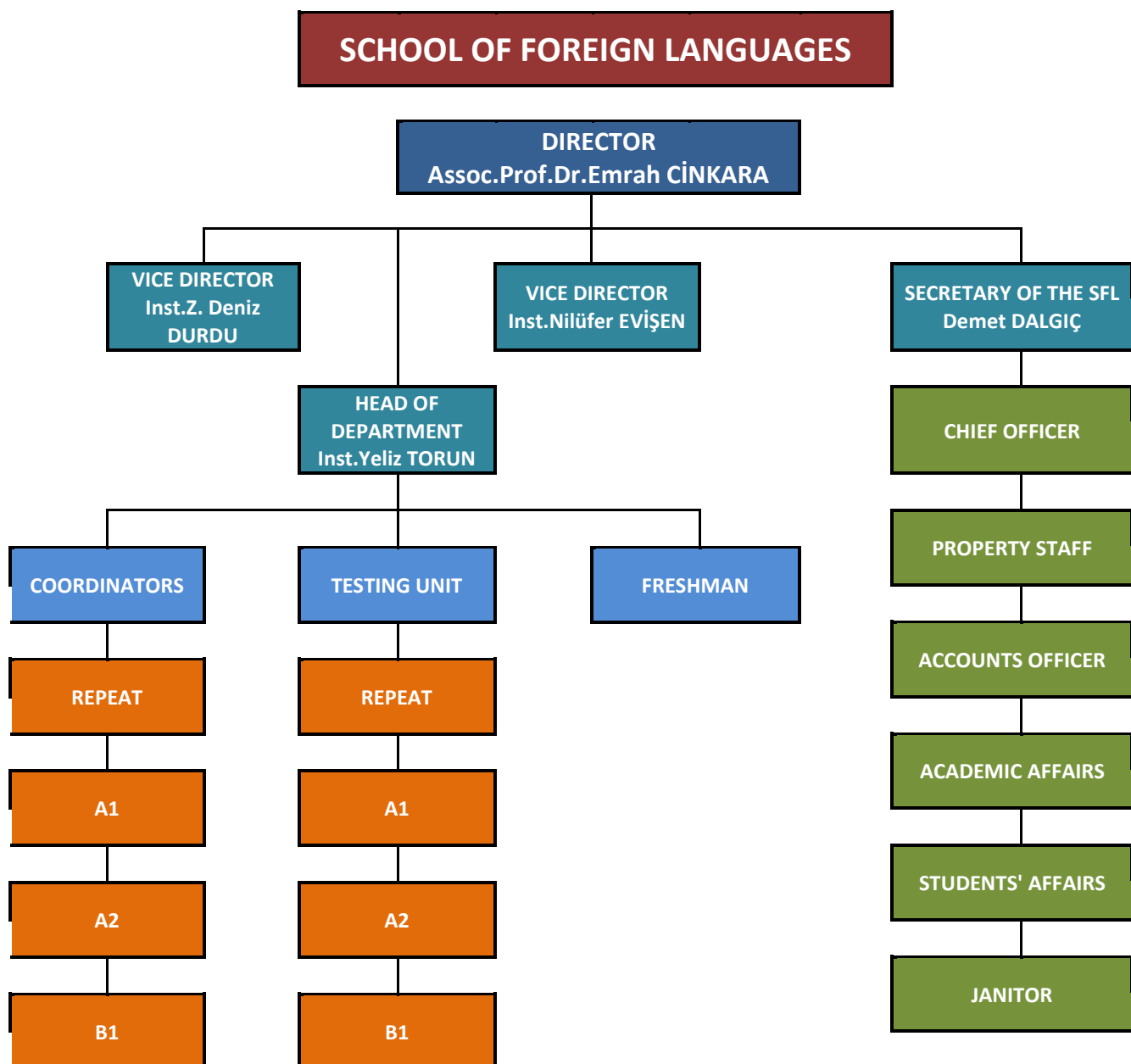
Our mission is to provide our Turkish and foreign students with contemporary education and to aid them in acquiring basic English language skills so they are better able to do the following:

- to express themselves in different environments in which English is used as a means of communication,
- to carry out and evaluate their academic studies effectively,
- to use English for professional purposes.

1.4 ORGANIZATION AND RESPONSIBILITIES

1.4.1 Organizational Structure

The following chart illustrates the organizational structure in Gaziantep University School of Foreign Languages.



1.4.2 Duties and Responsibilities

The following section provides comprehensive job descriptions for the academic and administrative staff within the SFL for the 2017-2018 academic year. The job descriptions pertaining to each job within the organizational structure of the SFL are provided as found on the Organizational Structure Flow Chart above. This section provides an overview of each job description, including detailed information of the tasks, responsibilities, and channels of communication at each level.

1.4.2.1 Director: Assoc.Prof.Dr. Emrah CİNKARA

Job description and responsibilities of the SFL director are to:

- preside at the School Committee and Board of Directors, ensuring that the decisions made in these boards are implemented,
- coordinate between the School and the Rectorate as well as other academic and administrative units in the university,
- monitor the number of staff, and recruit new staff when required,
- observe and supervise the units within the SFL and its staff at every level,
- ensure the regular and efficient coordination among the school units,
- create an atmosphere for all the learners to feel secure and learn efficiently,
- create an environment for the staff to work effectively and cooperatively,
- be responsible for the overall administration and academic management of the SFL,
- manage the design and production of language teaching programs,
- implement our quality policy and provide continuance,
- safeguard and improve the quality of the academic programs, advertisement and student service,
- take the necessary precautions to administer development and growth at the SFL in a rational manner,
- be responsible for evaluating and strengthening the SFL staff accordingly.

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1.4.2.2 Vice Directors

Inst.Nilüfer EVİŞEN (Staff Affairs)

Job description and responsibilities of the SFL vice director are to:

- execute the duties of the SFL Director in case of the Director's absence,
- carry out tasks and duties assigned by the SFL Director,
- be responsible for coordinating communication and tasks between the SFL and other departments,
- oversee the coordination of teaching and learning for the English language classes,
- prepare instructors' teaching load for each academic quarter,
- ensure that additional course payments are made properly,
- assist and supervise the Testing Unit and Coordinators.

Inst.Z.Deniz DURDU (Student Affairs)

Job description and responsibilities of the SFL vice director are to:

- execute the duties of the SFL Director in case of the Director's absence,
- carry out tasks and duties assigned by the SFL Director,
- implement our quality policy and provide continuance,

- safeguard and improve the quality of the academic programs, advertisement and student service,
- organize student orientation and placement,
- oversee the coordination of teaching and learning for the departmental foreign language classes,
- prepare instructors' teaching load for each academic quarter,
- ensure that the SFL website is up-to-date and accurate,
- help to resolve issues of student academic and administrative conduct,
- track student achievement and attendance,
- make the necessary announcements to the students and instructors,
- organize marketing activities on the campus and online platforms,
- organize Pearson Assured Accreditation and certification.

1.4.2.3 Head of Department: Inst.Yeliz TORUN

Job description and responsibilities of the head of department are to:

- chair the department boards,
- report the needs of the department to the directorate in writing
- make the necessary announcements to the students and instructors,
- ensure that all correspondence between the department and the directorate is done in a healthy way,
- be membership in the council of SFL,
- provide necessary information about the Department for the Academic General Assembly of the SFL,
- ensure that student-instructor relations in the department are carried out regularly and in a healthy way for the purposes of education and training,
- ensure regular education and training in the department,
- determine the problems of the department related to education and inform them to the Directorate,
- check the implementation and implementation of the Program / Pacing,
- meet periodically with the Coordinators and Testing Unit,
- follow the preparation of midterm exams,
- ensure the preparation process of exemption exams,
- check the content of the exams,
- make the selection of books to be taught in the same year with a commission to be established,
- carry out other tasks to be given by the Director regarding his / her field of duty,
- be in contact with the School Director and Vice Directors while conducting the works,
- be responsible for the quality of the work.

1.4.2.4 Coordinators

Job description and responsibilities of the coordinators are to:

- plan and implement the design and development of the course, including pacing schedule and materials by stating detailed outcomes and objectives of each skill,
- ensure that course documentation, including course outcomes and other materials be clearly specified and that any course changes undergo the appropriate approval procedures,
- update module-based pacing schedules in accordance with the needs of each level,
- create, update, and improve documents, worksheets, and related materials when required,
- collect and provide feedback to identify areas for improvement,
- lead the process to implement any recommended changes with proper approval,
- analyse feedback and make appropriate changes on the program,
- file related class materials, including grammar, vocabulary, and communication worksheets and PowerPoint slides and ensures that materials are available in the copy centre,
- carry out routine course administration by informing instructors about the program, materials, objectives, and pacing schedule,
- ensure the smooth running of the course in accordance with general departmental guidelines; this includes dealing with any questions or problems that may arise in relation to the course,
- collaborate with the related level instructors, the Testing Unit, and administration to create efficient systems to support the course,
- arrange meetings on a regular basis to deal with academic and administrative matters related to the module, and inform instructors about implementations,
- cooperate with other coordinators, instructors and administration to create efficient systems to support the course,
- cooperate with the Testing Unit in the process of preparing quizzes, module exit, final, and exemption exams by guiding and proofreading,
- determine quiz, module exit and final exam dates by cooperating with the other coordinators,
- provide assistance during the implementation of the exams,
- take part in choosing the textbook materials.

1.4.2.5 Testing Unit

Job description and responsibilities of the Testing Unit are to:

- prepare all in-term exams, the exemption exam, and the summer school exams,

- file and archive testing materials appropriately,
- maintain Testing Unit resources in a secure and organized manner,
- maintain clear and effective lines of communication with other instructors, and with administration through written correspondence and regular meetings,
- coordinate the distribution of exam materials prior to the exam and organize meetings about the exam process,
- perform the assessment of multiple choice exams using appropriate tools,
- contribute to the curriculum design process by evaluating the outcomes of the assessment process in line with curriculum activities.

1.4.2.6 Instructors

Job description and responsibilities of instructors are to:

- implement curriculum/syllabus under the coordinators' supervision,
- begin and end classes on time,
- show a professional attitude,
- comply with the school's rules, regulations and policies,
- carry out tasks and duties assigned by the SFL administration,
- attend meetings, workshops, and other sessions regularly,
- check communication channels (EBYS and the SFL mail group) regularly and respond in a timely fashion,
- prepare class sessions, assignments and extra tasks,
- monitor students' academic development,
- provide feedback and guidance for students,
- invigilate and mark the exams,
- encourage the use of the target language, both in and outside the classroom,
- carry out substitution duties assigned by administration in the absence of the class instructor,
- meet students during office hours for consultancy and assistance

1.4.2.7 Secretary of the SFL

Demet DALGIÇ

Job description and responsibilities of the secretary are to:

- ensure non-academic administrative units work thoroughly and in accordance with the regulations,
- carry out tasks and duties assigned by the SFL Director,
- manage and review all internal and external documents.
- organize the workload of the non-academic administrative staff,
- ensure the periodical repair and maintenance of the equipment which are used for the educational and administrative tasks,
- prepare the budget and relevant workflow,
- purchase necessary goods and services,
- ensure the record of the office stock, the procedure of archive and store input-output in accordance with the regulations,
- organize the safety and custodial services of the building,
- implement the procedure about the personnel rights and registry procedures of the staff,
- ensure the workflow about the petitions from the staff and students.

Other Staff Working for the SFL in Liaison with the Secretary of the SFL

Academic Personnel Affairs Staff, Zülal İYİKESİCİ, deals with the documents about the personnel issues (extension of employment, assignments, annual leaves, medical reports etc.) of the Academic Staff at the SFL.

Student Affairs Staff, Gülten ÖZBİLGİNER deals with the documents (transcripts, student certificates, health reports etc.) about the students studying at the SFL and archives the exams, portfolios and absence sheets.

Financial Affairs Staff, Murat KARAKUŞ, organizes and documents the process about the use of the SFL budget and the payments pertaining to the staff (salaries, extra hours, travelling expenses/daily wages) in accordance with the regulations.

Salary Trustee, Osman LEBE, takes control of the salary payments, extra hours' payments, promotion, SSI, PPS, Language Compensation, and, when required, accommodation expenses of the SFL staff along with making lodging rent deductions, execution deductions and alimony deductions.

Stock or Movable Property Staff, Enver KESKİNKILIÇ, deals with the documents about the procedure regarding the office stock (registration, decrease, debit, stock).

Cleaning and Technical Work Staff: The staff in charge of the cleaning and technical work is responsible for helping the secretary of the SFL with solving the mechanical, electrical and technical problems, cleaning, keeping the building and the facilities ready for the service, dealing with the basic substructure facilities such as heating, dirty-clean water, electrical energy and communication systems.

1.5 TASKS AND RESPONSIBILITIES OF UNITS AND OFFICES

1.5.1 Accreditation Office

This office is responsible for carrying out the accreditation studies in three main areas. That is, administration, education and assessment and evaluation structure of the SFL. The Accreditation Unit is affiliated with the Vice Director.

1.5.2 Professional Development Unit

Job description and responsibilities of the Professional Development Unit are to:

- identify instructors' professional development needs and carry out in-service development activities,
- organize in-service training programs and orientations for the newly-recruited instructors,
- keep the records of the activities regarding professional development,
- inform the instructors about the training opportunities in foreign language education such as conferences, symposiums, seminars, and workshops,
- keep up with the professional development activities and participate in them,
- perform the other activities assigned by the administration.

1.5.3 SFL Disabled Student Unit:

Job description and responsibilities of the SFL Disabled Student Unit are to:

- work with the instructors to find out the target students in their classes,
- give students a form to learn more about them,
- support disabled students of the SFL in educational, social and cultural fields,
- support them to cope with the physical and attitudinal obstacles they may encounter in academic and social life,
- raise awareness about the issue among staff and students at the SFL.

1.5.4 SFL Social Event Unit

The SFL Social Event Unit is responsible for organizing social events at the SFL such as sports competitions, film screening or city trips.

1.6 DECISION-MAKING PROCESS

The organizational structure of the SFL is designed to ensure that all members of the SFL academic staff are involved in the decision-making process. Both with respect to educational and administrative aspects of the SFL, instructors are engaged from the classroom level up. Instructors are encouraged to provide feedback to the administration and coordinators based on their experiences in the classrooms. Coordinators hold regular meetings with their module instructors and general evaluation sessions with all instructors to discuss issues and make decisions for the improvement of the educational program.

At the end of the academic year, the SFL management conducts a SWOT Analysis in which the instructors are required to convey their ideas related to the strengths, weaknesses, opportunities and threats that the school has. The ideas of every individual are valued and considered during the decision-making procedure. All instructors can take part in the decision-making processes related to teaching or operation of the school.

1.7 GAUN SFL WEBSITE

Information pertaining to the SFL, including news, announcements, academic and administrative staff information, regulations, etc. is accessible via our website: <http://ydyo.gantep.edu.tr> . The SFL administration, specifically the vice director responsible for student affairs maintains the SFL website. Through our website, instructors and students can access information about the SFL, our teaching and administrative teams, and other information including class hours, the academic calendar, the exam calendar, the grades (IBS), absence hours, announcements about Online Self-Access System and important forms. For general information about the university, including announcements, news, and information about other departments, please visit the university website: <https://www.gantep.edu.tr/>.

2 SFL POLICIES

2.1 CURRICULUM POLICY

The goal of the SFL is to teach English in the most efficient way and to aid students complete their education successfully within an academic year. For this reason, the curriculum sets realistic outcomes which are compatible with the Common European Framework of Reference for Languages (CEFR). The class schedule of the SFL has been designed with the purpose of rendering students with linguistic and academic skills anticipated for their departmental study. These skills include reading, listening, writing, and speaking, all of which are aimed at various goals. All of these skills are presented within a consistent academic scope and in a communicative manner. The SFL aids in developing students' linguistic and lexical knowledge in an effort to support their academic use of the language in their future studies.

2.2 QUALITY IMPROVEMENT POLICY

The main aims of our quality policy in education are to:

- educate individuals who are employment and career oriented at national and international level, whose thinking, acquiring, questioning and problem-solving skills have improved with a competitive education understanding, who are entrepreneur, open to new ideas, have self-confidence and responsibility, internalized the democratic values and national culture, who are able to interpret different cultures, open to sharing and communication, have strong art and aesthetic sensations, possess the necessities of knowledge society,

- improve the quality of education services continuously by strengthening our education infrastructure, fulfilling the requirements of society at the highest level and integrating with the host society,
- adopt the understanding of management that aims to create a contemporary work environment supporting the quality management system.

2.3 ASSESSMENT POLICY

The SFL is committed to developing and implementing relevant and appropriate curricula which are used to determine the content for assessment. Assessment is not a separate component of the curricula, but it is closely integrated in the teaching and learning process because it aims not only to promote students' learning, but also to provide insights into their progress. Therefore, effective assessment is crucial in order to measure whether these have been achieved in the curricula delivery.

Assessment is an on-going and integral part of the language learning process. In order to see whether our students are making progress in the experience of learning English and to decide whether their English knowledge is eligible enough to go to their departments, the SFL uses certain instruments to assess their performance. These are short quizzes which contain vocabulary, grammar, reading and listening sections; speaking and writing portfolios; online exercises, also known as Self Access Center (SAC); and the module exit exams. The module exit exam is administered in three different sessions. These sessions are writing, speaking and multiple choice exams, respectively. The multiple choice exam contains language use, reading and listening sections. The exams are prepared by the Testing Unit by taking test specifications and learning objectives into consideration. In addition, there is also a student evaluation grade which is added to the module average grade.

The Testing Unit is responsible for designing tests that are unbiased, and which are sensitive to race, gender and cultural background. The Testing Unit is also responsible for ensuring the standardization of the tests, providing instructors with guidelines on how to implement the tests. It is also the Testing Unit's duty to provide students with the information regarding the nature and content of the tests prior to the tests, as well as the criteria to be used in the assessment of productive language skills (writing and speaking). The exam results are reported to students accurately and in a timely fashion. Since testing is a reflection of teaching, students are given opportunities to learn from their mistakes. Therefore, all students have a chance to see their graded exam papers.

The assessment procedure of our school is clearly stated in both the student's manual and in the PowerPoint presentation of orientation, both of which our students can access throughout our website <http://ydyo.gantep.edu.tr/>. The aim of assessment is to show both our students and our instructors which parts of the lessons are learnt well and which parts need more scaffolding, on behalf of our students.

2.4 CHEATING POLICY

A zero-tolerance policy is operated with regards to cheating in examinations and in any component of the assessment, including quizzes and portfolios. The student does not receive a grade and their record sheet is completed with a “0” (zero) for that particular assessment. There is no make-up for a student who has been caught cheating.

Before exams, students are asked to place all of their books, notes and mobile equipment on the instructor’s desk and put all bags at the front of their desks. Also, the invigilators are asked to warn the students before the exam that any attempt to cheat during the exam will be reported and the necessary disciplinary procedure will be applied.

If invigilators spot students with unauthorized material in their possession, including any information on a part of their body, their clothing, on the wall or desk, it will inevitably be assumed that cheating has taken place. Students are informed about exam rules as written in the student handbook and stated orally in exams by invigilators. Students are expected to follow the exam rules.

2.5 INVIGILATION POLICY

Assessment procedures are carefully carried out in the SFL to ensure security is maintained and exams are conducted fairly and that a suitable environment is provided for all students. One invigilator for all paper exams and two jury members for oral production exams are assigned.

Invigilation Procedure

- Proficiency, placement, module exit and final exam papers are distributed and announcements are made to instructors 20 minutes prior to the exam time by the Administration and Testing Unit.
- Quiz papers are distributed and announcements are made to instructors 10 minutes prior to the exam time since quizzes are administered during class hours.
- Exam papers and materials are distributed appropriately by the invigilator.
- The rules and procedures of the exam are briefly announced to the students (see Student Handbook, 5.3.5).
- Student IDs are checked and an attendance sheet is signed by each student and by the invigilator at the end of each exam.
- Exam papers and attendance sheets are collected and returned to the Student Affairs Office Archive (Room 408).
- Any cheating or cheating attempts are formally reported and signed by the invigilators.

2.6 STAFF RECRUITMENT POLICY

The success of the SFL relies on its ability to attract the best staff available. Recruitment methods must be fair, efficient, and effective. The SFL is committed to providing high quality

programs. To support the achievement of this objective, we recognize the importance of employing the most suitable instructors. The steps of the recruitment are as follows:

Turkish Staff¹

1. The Director of the SFL sends a staff request form to the Rector's Office stating the total number and qualifications of instructors necessary for the school.
2. The Rectorate informs the Council of Higher Education and asks for approval of academic position.
3. The Academic Recruitment Announcement is published on the webpages of the Council of Higher Education and GAUN. In the position announcement, candidates are informed about deadlines and exam dates as well as requirements.
4. The SFL Executive Board assigns jury members.
5. Candidates apply in person or by post with the documents necessary for the application (CV, diploma, transcript, certificate of exemption from military service (for male candidates), Academic personnel and postgraduate education entrance exam result, Foreign Language exam result and the proof of the length of experience).
6. Jury members evaluate the applications in terms of necessities and requirements as announced.
7. Candidates who meet the essential criteria for the position are invited to the oral exam.
8. The oral exam is conducted.
9. After the exam, the results are announced online.

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International Staff

1. Foreign candidates hand in their CVs and other documents to the SFL to apply for an instructor position.
2. The Director of the SFL interviews the candidate.
3. The application documents of the candidate are sent to the commission of Foreign Staff Office.
4. The Rectorate informs the Council of Higher Education and asks for approval of academic position.
5. Once they have been approved, the candidates start to work at the SFL.

2.7 STAFF ORIENTATION POLICY

The SFL believes that professional development has a significant contribution to effective teaching and learning. Therefore, support, guidance and opportunities are provided to the

¹ This procedure is mandated by Higher Education Council's Regulation "ÖĞRETİM ÜYESİ DIŞINDAKİ ÖĞRETİM ELEMANI KADROLARINA YAPILACAK ATAMALARDA UYGULANACAK MERKEZİ SINAV İLE GİRİŞ SINAVLARINA İLİŞKİN USUL VE ESASLAR HAKKINDA YÖNETMELİK"

instructors based on their needs and interest areas. For the staff that has just started to work for the SFL, induction programs are organized (see <http://ydyo.gantep.edu.tr/pages.php?url=oryantasyon-sunumu-50>). Each new instructor is given an orientation program and assigned a mentor with at least 10 years' experience in the institution. This mentoring relationship continues along one module- at least seven or eight weeks.

During this process, some activities such as seminars, workshops, classroom observations, short courses, action research, classroom management, team-teaching, mentoring and coaching or reflective teaching and learning are carried out for the orientation of new instructors. Thus, the adaptation process is facilitated.

2.8 STAFF DEVELOPMENT POLICY

The overall aim of academic staff development is to assist the professional development of each instructor and promote improved performance for the education of our students since we believe that our instructors are fundamental to our success. Staff development needs are identified at any point throughout the year. Within the annual planning cycle, the director observes the classes of some instructors, especially novice ones. These observations are informed in advance. Moreover, the SFL implements Professional Development Program (1+1 each term) consisting of peer observation, teacher development resource, EFL learner resources, best practice, classroom/action research and VEO (Video Enhanced Observation). (See Appendix 9)

The development needs are identified through questionnaires and needs analysis reports. The areas in which instructors need or want more support are determined through online needs analyses. Following these, some seminars and workshops are organized.

The SFL also allows academic staff to take responsibility for their ongoing professional development. Instructors can do their Masters or PhD degrees either at Gaziantep University or at another university while they are working for the SFL.

2.9 FEEDBACK POLICY

The Feedback Policy aims to build an effective communication system with instructors and to consider the needs of individual instructors. Feedback is valued by the SFL in order to ensure that all the academic and administrative staff in the SFL can work in a peaceful and pleasant environment. Regular feedback evaluations are conducted by the SFL in order to assess the strengths and weaknesses of its educational programs. Meetings and written surveys are held in groups or individually with the director and vice directors to evaluate the personal requests and thoughts of the people in the institution.

2.10 COMPLAINTS POLICY

Complaints give us an opportunity to identify areas for improvement. Therefore, complaint policy is an important part of the SFL. The school encourages an environment in which

constructive complaints are valued and contribute to the positive experience both for the staff and the students. The SFL establishes an open, fair and honest Complaints Policy and Procedures designed to encourage prompt resolution at the earliest possible stage. In all cases, it is desirable that complaints are resolved informally and quickly between the relevant parties, and that the formal process is only started if that fails. Complaints are handled with an appropriate level of confidentiality, with information released only to those involved in the investigation.

2.10.1 Staff Complaints

In case of a problem with the students and / or the physical conditions of the classroom, private office, or the building in general, instructors first contact the administration. The problems are generally solved within a friendly atmosphere. If, however, the case is serious and if it hinders education, instructors are free to write a petition through EBYS (Electronic Document Management System) to start a formal procedure.

3 CODE OF PROFESSIONAL PRACTICE

3.1 EXPECTATIONS

The purpose of the SFL is to give our students the opportunity to acquire language competences and skills which will aid them fulfil their undergraduate education and support their future professional life. Bearing this in mind, instructors are expected to maintain a high code of professional conduct. We believe that, in order to deliver a high quality of education to our students, our academic staff must be motivated and dedicated to our mission, vision, and aims. Instructors are expected to perform their duties and responsibilities in a timely and appropriate manner. As it is of importance to work in harmony as a team, instructors are expected to encourage, assist, and cooperate with one another. Regardless of their level of experience, instructors should be open to professional development and improvement in the field. Our upmost expectation is to collaborate and work for the improvement of our educational programs.

3.2 RECORD KEEPING

It is necessary for the instructors to keep records of student attendance for every lesson they teach and to keep up-to-date assessment grades throughout each module. Records should be maintained in hard-copy format as well as entered into the *e-registration system* properly. Detailed procedures for record-keeping are stated below:

3.2.1 Student Attendance

Instructors are expected to take attendance every class hour and maintain accurate attendance records, both in hard-copy format and on the *e-registration system*. At the beginning of each quarter, instructors receive the attendance lists for the class(es) they teach. Students must sign in for every class hour they attend. In predetermined time intervals, the instructor is then responsible for entering the attendance records into the automation system, which can be

accessed from the SFL website (<https://obs.gantep.edu.tr/oibs/akademik/login.aspx>), using their password.

	Contact hours/week	Absenteeism limits/module
Level A1	23	30
Level A2	23	30
Level B1	23	30

As seen above, all groups have a weekly course-duration of 23 hours, and the excused and unexcused absenteeism limit for each module is 30 hours.

Students who fail a module due to absenteeism cannot take any further exams in that module and they must repeat that module. Exam grades earned prior to their failure due to absenteeism are added to the module average. Students who exceed the 80-hour limit in a term fail the preparatory class. Students who fail due to absenteeism may continue to attend classes; however, they cannot take any exams following the date of failure. Students' medical reports and official permits are evaluated by the administration at our school, who decide whether students are eligible to take make-up exams or are exempted from their absenteeism (according to a regulation regarding Gaziantep University's Associate's degree and Bachelor's degree education and principles of exam and evaluation, Article 11). The relevant medical reports and official permits must be submitted to the SFL Student Affairs Office within three working days following the due-date.

Given this strict attendance policy, it is imperative that instructors maintain accurate records and enter their attendance into the automation system regularly. Moreover, at the end of each predetermined time interval, hard-copies of the attendance records with student signatures must be delivered to the SFL Student Affairs Office for archiving.

3.2.2 Assessments and Exams

In addition to maintaining accurate attendance records throughout each module, instructors are expected to maintain records of student assessment and exam scores. Instructors should maintain the hardcopy versions of the exams or assignments throughout the module and submit these documents to the SFL Student Affairs Office for archiving at the end of each module. Additionally, instructors should enter their student exam and assessment scores into the automation system in a time constraint. Instructors are encouraged to double-check the scores that they have entered before publishing the grades on the automation system.

For certain exams, proctors or first graders may be required to return the exam envelopes to the SFL Student Affairs Office, where they will be distributed to the assigned grader. This procedure will be assigned prior to the exam and should be followed by all instructors.

3.3 WORKING HOURS

Instructors are to be present at school during the hours identified in their weekly schedules given by the administration at the beginning of each module. Also, when needed, instructors are supposed to be present at school at a certain time in order to fulfil the duties designated by the administration.

Instructors are expected to have one regular office hour each week in addition to their weekly lesson schedules. Students can attend office hours to expect counselling. A hard-copy of the weekly lesson schedule with a settled office hour is available on the office doors.

3.4 ABSENTEEISM FROM WORK

Instructors are reminded that all leave and absenteeism must be approved by the administration, under all circumstances. Even if they do not have any teaching responsibilities scheduled, instructors are required to obtain official permission before travelling outside the city. Instructors should contact the Vice Directors if they have any questions regarding leave or the process of obtaining permission. Instructors take their leaves in accordance with the provisions of Civil Servants Law No. 657 and Regulations of Council of Higher Education Law No. 2547 (<http://www.yok.gov.tr/web/guest/mevzuat>). According to the law, there are various forms of leave as stated below:

3.4.1 Annual Leave

All the instructors, as civil servants, who have been employed for at least one year are entitled to annual leave. Within their first ten years of employment, instructors are entitled to 20 days of annual leave. After ten years of employment (including tenth year), the annual leave period increases to 30 days. All annual leave permissions must be approved by the SFL Director prior to the leave period. If the annual leave is spent abroad, permissions must be approved by the Rector.

Annual leave must be taken within the current year or the following year; otherwise, unused annual leave days will expire. For instance, annual leave for 2018 can be taken in 2018 or 2019; it cannot be taken in 2020. It should be noted that only 15 days of the annual leave can be taken in the following year.

Annual leave cannot be taken on academic calendar days.

3.4.2 Excused Leave

The instructors can also take excused leave. A female instructor shall be given a paid maternity leave for a total period of sixteen weeks (8 weeks before confinement and 8 weeks after the birth). In case of multiple pregnancy, an extra two-week period is added. A male instructor can take a ten-day leave if his spouse has given a birth to a child.

Instructors can also take a 7-day leave if himself or his child gets married, or upon the death of his father, mother, spouse, child, brother or sister.

Following the end of the maternity leave, instructors are entitled breastfeeding leave. Within the first 6 months of birth, instructors are allowed 3 hours of leave per day for the purpose of

breastfeeding and childcare. Following the first 6 months, breastfeeding leave is reduced to 1.5 hours per day over the next 6 months.

3.4.3 Sick Leave

Instructors who miss work due to health issues are required to submit a doctor's note within the same day. Instructors are not paid extra during sick leave.

3.4.4 Academic Conference Leave

Instructors can take leave to attend congresses, conferences, seminars and similar events for purposes of academic and professional development. For domestic conferences or events of up to one week in length, the instructor can take leave from the SFL administration. Requests to attend academic conferences must be approved by the SFL Director. International conferences and events exceeding 7 days in length must be approved by the Rector.

Participations with presentations or posters at such events may be reimbursed by the University up to a certain amount, as determined by the Rectorate. All reimbursements for both domestic and international events must be approved by the Rector. Instructors are entitled to reimbursement for 2 events per year (2 domestic events or 1 international event).

Instructors should seek approval for leave and travel permission to such events at least one month in advance.

3.4.5 Cover for Absenteeism

In case of a leave during academic calendar days, the Vice Director may arrange another instructor to cover the missed classes or may distribute the students to other classes. The attendance sheets are given to the instructor covering the class, which are to be given to the unavailable instructor upon their arrival to work.

In case of a leave of the coordinators or members of the Testing Unit up to three weeks, other coordinators or testers cover the duties and responsibilities of those who have taken a leave. If the leave is more than three weeks, another instructor is assigned for the position to substitute.

3.5 MEETINGS

The academic and administrative staff meet regularly throughout the year at various levels to inform or to discuss teaching, assessment procedures, quality activities and strategies. Meeting agendas are set and shared prior to meetings, and meeting minutes are taken by a pre-designated note-taker. The meeting minutes and a summary report are compiled and archived. The regular meetings as well as the meeting agendas ensure that sufficient time is provided for the staff to discuss and carry out their duties in an interactive and productive environment.

3.5.1 Meeting Types

Meetings are organized regularly by the SFL management or a specific unit within the SFL to facilitate communication and enhance the quality of the education provided in the SFL. The purpose of these meetings is to inform the staff or to provide them with sufficient time to evaluate and discuss various aspects of the teaching and learning process, including assessment, learning objectives, and teaching activities. The meetings are arranged across

multiple levels of the organizational structure to ensure clear lines of communication within the SFL and to ensure that staff members at all levels have the opportunity to actively participate in the planning of teaching and learning objectives and activities. Different meeting occasions are outlined below:

The SFL administration, coordinators and the testing unit conduct meetings throughout the year to discuss the teaching and learning process and develop the quality of the English language program offered by the SFL. By means of these meetings, the SFL aims to make necessary modifications for the language program to ensure the learning objectives will be achieved. These modifications include items of the program ranging from coursebooks to assessment tools. These meetings are chaired by the Director of the SFL and do not follow a set schedule but are called by the Director at regular intervals. The number of meetings per year and the contents of these meetings are flexible.

Coordinator meetings are organized to facilitate communication among each other. At these meetings, the coordinators discuss the curriculum, assignments, materials, and aims of each skill course to ensure cooperation and consistency within the SFL across skill classes. They also decide on the exam dates and examine areas of improvement in coursebooks at the beginning of each year. They conduct the meetings when needed.

The Testing Unit conducts regular meetings before all the exit exams and final exams to provide the invigilators and markers with necessary information. The vice directors and testers are responsible for moderating the meetings and sharing all the details related to the exam conducted. The Testing Unit may also conduct meetings among each other to determine exam procedures.

The Director organizes small group meetings with instructors to enhance communication, clarify expectations, and provide feedback for all the teaching and learning process. The purpose of these meetings is to create a more comfortable atmosphere and give a chance to each instructor to have a voice. The director informs the instructors about the things discussed and actions taken after the meetings are completed.

General meetings, which are moderated by the director of the SFL and attended by all the instructors, are organized at the beginning and end of each academic term and after or before the modules. Teaching processes, instructional issues and concerns, curriculum and assessment results are evaluated and details related to all classes are shared by the assistant directors.

In addition to the five meeting types outlined above, other meetings may be arranged throughout the academic year. These meetings include but are not limited to seminars, presentations, and workshops related to the SFL administrative issues, professional development opportunities, guest speakers, and other events that may arise throughout the year. The meeting chairs, attendees, dates, and times are flexible, given that these meetings do not follow a fixed schedule.

3.5.2 Meeting Documents and Document Filing

For each of the meeting types outlined above, meeting documents are recorded and filed appropriately according to the procedures outlined below in order to ensure clear lines of

communication within the organizational structure. The meeting documents are designed to provide a written record of the discussions and actions taken in order to provide for clear and efficient communication at multiple levels. These documents are archived properly in hard-copy by the relevant meeting chair.

- The Meeting Agenda is prepared and delivered to the attendees before the meeting by the meeting chair. The purpose of the meeting agenda is to acquaint the attendees with the topics and tasks that will be discussed at the meeting and to allow the attendees sufficient time to prepare for the meeting.
- The Meeting Minutes are taken during the meeting via an audio recorder. The meeting organizer is expected to complete the meeting minutes form with information about the topics discussed and decisions taken.
- The Summary Report is prepared immediately after the meeting by the meeting chair or an attendee. The summary report provides a brief overview of the meeting discussion and decisions; it serves as a summary record of the meeting for official purposes and as a point of reference for those unable to attend the meeting. The summary report is shared with the staff through the mail group.

3.6 COMMUNICATION IN THE SFL

Electronic communication in the SFL is conducted through two major channels: The Electronic Document Management System (EBYS) and the mail group. Both means of communication are described below:

3.6.1 Electronic Document Management System (EBYS)

In addition to regular meetings, the Electronic Document Management System (EBYS) is used to facilitate communication within the SFL, particularly with regard to administrative issues and the assignment of administrative tasks. The EBYS is an online system used by many state institutions in Turkey to manage official communication within and between departments. In addition to facilitating internal communication within the SFL, the EBYS allows for easy communication between departments of GAUN, such as between the Rectorate and the SFL. The EBYS provides a professional, convenient, and accessible platform for official communication and the distribution of tasks.

All staff members (academic and non-academic) are registered to the system automatically with the help of the IT Department. Staff has access to the EBYS website with the use of their username and password. Assignments and official announcements are delivered to staff through the system, and staff receives an email confirming the delivery of an assignment. Staff may access the documents pertaining to the official announcement or assignment by logging onto the EBYS website.

Through the EBYS, official communication is delivered from the SFL administration to department staff. Instructors are expected to check the EBYS regularly and follow through with any official tasks that have been assigned to them. The content of emails is imperative.

3.6.2 Email Communication

Another way of communication in the SFL is through the mail group. Each academic personnel gives their email address to be included in the mail group. The instructors are required to check their emails regularly as most of the assignments including invigilation, assessment, meeting notifications, and administrative tasks are announced via email.

3.7 TEACHING LOAD

Instructors are required to provide a minimum of 12 hours of instruction per week. They are assigned their teaching schedule by the administration at the start of each academic quarter and provided with both soft and hard-copy of their schedules. The SFL teaching hours include five hours of lessons per day five days per week, Monday through Friday, throughout the academic year for a total of 24 hours of lessons per week. The schedule of teaching hours for day and evening groups is as follows:

Day Groups

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45					
10:00-10:45					
11:00-11:45					
13:00-13:45					
14:00-14:45					

Evening Groups

Time	Monday	Tuesday	Wednesday	Thursday	Friday
17:00-17: 45					
18:00-18: 45					
19:00-19: 45					
20:00-20: 45					
21:00-21:45					

3.8 DRESS CODE

Instructors are expected to dress cleanly and professionally while at work. Attire should be appropriate for the profession. Instructors are encouraged to pay extra attention to their attire at special occasions hosted by the university or while representing the SFL at meetings, conferences, and formal events.

3.9 RESOURCES

The SFL administration carefully reviews and evaluates the inventory of the sources to guarantee that adequate amount of resources are offered to meet the objectives of teaching and learning processes. Below is the list of resources:

3.9.1 Physical Resources

The inventory list is updated and checked regularly by the administrative unit to hinder any inconveniences in teaching and learning process. When additional physical resources are needed, the administrative unit is responsible for conducting the necessary procedure to purchase.

3.9.2 Human Resources

An evaluation of human resources is conducted regularly by the SFL administration. The assessment of human resources considers the needs of the SFL with respect to factors such as an increase in student enrolment or an expansion of university departments. The SFL administration assesses the academic and administrative staff needs of the department and submits requests to the Rectorate to hire additional personnel.

The SFL administration is responsible for and carries out the process of hiring foreign national staff, with the approval of the Rectorate. To hire Turkish national staff, the SFL Director submits a request to the Rectorate, which is then evaluated and sent to the Council of Higher Education (YÖK) in Ankara for final approval before beginning the recruitment process.

3.9.3 Distribution of Resources

In case of a need for any office materials, the instructors can contact with the SFL secretary. If the items requested are procurable, the secretary is responsible for the procedure of purchasing and distributing the required office materials to the instructors.

As for the coursebooks and other supplementary materials, the vice directors identify the needs of all the instructors and organize the procedure to ensure that all the instructors receive enough materials to be able to use in different types of lessons in the SFL. Instructors are given the materials when there is a change in them and they keep all of them. Other supporting materials such as additional photocopiable handouts, worksheets or speaking materials are provided by the coordinators at the beginning of the modules.

3.9.4 Damaged and Lost Materials

Instructors should report damaged or lost materials to the officer in charge, who will make arrangements for replacement materials and note the relevant changes in the inventory. In

cases where the instructor is responsible for the damage to or loss of the good, he or she may be required to compensate financially for its replacement.

In case of damaged or lost course textbooks, instructors should report the damage or loss to the vice directors for replacement.

3.10 INVIGILATING AND GRADING OF EXAMS

All the academic staff in the SFL is involved and responsible for the assessment process and they are expected to follow the guidelines indicated either by the administration or the Testing Unit. Throughout the whole academic year, instructors are assigned to invigilate and grade the exams on a regular basis. The exam schedule is announced at the beginning of each academic year. Prior to scheduled exams, all the instructors are informed about the procedure of invigilation and grading of them by the vice directors or the Testing Unit. For in-term examinations such as the quizzes and portfolio files, instructors are expected to grade their own classes. For exit, final and exemption exams, invigilation and grading assignments are allocated by the vice directors to ensure that each instructor contributes to the examination process equally.

During invigilation, instructors are expected to follow the procedures determined by the Testing Unit. They are informed about the procedures through emails and meetings before the exams and expected to ensure that they have the proper resources such as correct number of exam sheets or audio CDs to execute the invigilation. An answer key for objective tests and a rubric for subjective tests are provided by the Testing Unit to facilitate the grading. Instructors are expected to grade according to the answer keys and rubrics and comply with any possible changes stated by the Testing Unit.

Instructors may get help from the testing unit related to the administration of exams. The procedure of invigilation and grading of exams is given in detail in the Quality Manual sections 4 and 6.

4 UNIVERSITY PROCEDURES

4.1 Academic Calendar

The academic calendar is determined by GAUN Senate and can be found on GAUN website: http://bimlinux.bim.gantep.edu.tr/~ogrenci/ogrenci_isleri/akademik_takvim.html

4.2 Safety Compliance and Regulations

The sections below include information concerning the safety compliance and regulation procedures at GAUN, containing emergency action plans, safety resources, and the monitoring of physical resources to ensure compliance with government standards. Safety records and compliance with government regulations are maintained by the Director of Civil Defence and the Civil Defence Council within the GAUN Rectorate.

4.2.1 Maintenance of the Building

Building records are maintained by the Civil Defence Office, including records of building space, laboratories, cafeterias, and other sites affiliated with the university. The maintenance

and safety regulation of campus infrastructure are evaluated annually in the report issued by the Civil Defence Council.

4.2.2 Safety Compliance Regulations

Safety compliance regulations are maintained by the GAUN Rectorate. GAUN Rectorate determines an annual Civil Defence Plan to ensure the safety and protection of students, academic and non-academic staff within GAUN. The safety regulations concerning the SFL, consisting records of safety resources, emergency action plans and compliance with government safety regulations, are under the responsibility of the Rectorate's report.

4.2.3 Emergency Situations

GAUN preserves building standards in accordance with legal state regulations to protect against any natural disaster such as an earthquake. In case of power failure or blackout situations, a central back-up power generator is used. In case of fire, the SFL building includes 10 fire hoses and cabinets in Block B; 2 fire hoses and cabinets and 2 fire-escape staircases in Block A.

In case of emergency, provisions for the following service teams are provided, and members have been selected among the academic and administrative personnel at the university: a fire assistance team, rescue team, first aid service team, control centre and headquarters team, safety and guidelines team, social service team, and technical repair team. Members of these teams receive training to prepare for emergency situations, and materials to support these teams are provided by the Civil Defence Council.

Emergency Numbers

Ambulance	112
Police	155
Gendarme	156
Fire	110
Electrical Failure	186
Water Failure	153
Natural Gas Failure	187

5 DISCIPLINARY ISSUES

5.1 Disciplinary Issues for Staff

In this section, the issues regarding the code of professional practice, proper conduct and poor performance of instructors are discussed followed by possible disciplinary prosecutions if malpractice occurs.

5.1.1 Ethics

Public officials are to abide by the ethical behavioural principles stated in the 'Regulation on the Principles of Ethical Behaviour of the Public Officials and Application Procedures and Essentials' that entered into effect as published in Official Gazette dated 13/04/2005 and numbered 25785.

(<http://www.mevzuat.gov.tr/Metin.Aspix?MevzuatKod=7.5.8044&MevzuatIliski=0&s>). These principles make out a part of the regulatory provisions that arrange the recruitment of public officials; assist in creating the social consciousness to execute duties and provide with the application of ethical behaviour principles and the setup of the ethical culture.

5.1.2 Attitude and Behaviour

The way how instructors must treat the students and the other academic and administrative personnel that they work with are stated in the laws No. 2547 (<http://mevzuat.basbakanlik.gov.tr/Metin.Aspix?MevzuatKod=1.5.2547&MevzuatIliski=0&sourceXmlSearch=>) and No. 657 (<http://www.mevzuat.gov.tr/MevzuatMetin/1.5.657.pdf>). They must act collaboratively by taking state benefits and team spirit into consideration, and act in line with love, respect and solidarity and avoid behaviours that would be detrimental to the rights of others and would not fit in the ethical business behaviour.

5.1.3 Poor Performance

Poor performance for instructors may be defined as listed below:

- If a big majority of a class complains about an instructor, interviews may be conducted with both the students and instructor to ascertain the underlying issues regarding the complaint. Once the issues have been determined, a plan of action shall be implemented with goals to achieve in a certain time frame.
- If an instructor's time management skills regarding teaching hours, feedback or procedural duties hinder learning or another instructor's duties and responsibilities, the Vice Director shall seek recourse with the instructor involved.

5.1.4 Conduct, Discipline and Grievances

Instructors are expected to act in accordance with the principles of the law 2547 and law 657 while performing the duties and responsibilities determined by the SFL. Behaviour against the law and requiring disciplinary action, its accurate description, and penalties to be imposed in that case are specified by Council of Higher Education (YÖK) law and enforcement of the law principles are applied accordingly.

In case of any inconvenience, instructors have the right to make written complaints to the authorities about the people or the case.

5.2 Disciplinary Issues for Students

In this section, the issues regarding the code of conduct, expected behaviour of the students are discussed followed by possible disciplinary prosecutions and sanctions if acts prohibited occur.

5.2.1 Code of Student Conduct

The underlying reason of this Code of Student Conduct is to foster and protect the SFL mission and to provide a safe and secure learning environment for students. It provides a statement of the SFL expectations of its students and prohibited acts related to academic matters and personal behaviour. Any violations of the Code of Student Conduct may result in various sanctions.

5.2.2 Expected Student Behaviour

- Students are expected to be respectful to the classroom environment and be tolerant to differences amongst his/her peers.
- Students must avoid distractions such as using cell phones, eating and drinking in class and irrelevant conversation.
- Students are expected to be considerate about how their behaviour may affect others. They should be willing to help peers when necessary.
- Students must keep themselves informed about the course and instructors' expectations. They should come to class prepared and organized. They are expected to bring all the course materials with them.
- Punctuality is mandatory. All students must attend classes regularly and on time. Students who are late for the lesson will not be admitted as it is distracting for the class. Late-comers should wait for the next session.
- Students are expected to be communicative with their instructors and express their concerns and complaints in a respectful manner.
- Students should act ethically in the preparation, conduct and submission of academic work; they should also avoid any behaviour that would unfairly affect another student academically.

5.2.3 Expected Student Behaviour in Exam Conditions

- Students should not expect any explanation in English or Turkish during the exams.
- Instructors have a right to check the identity of the students, change students' seats, instruct with regard to the rules of the exam during the exam.
- Instructors have the right to start any disciplinary procedure for any disobedient student affecting the administration of the exams.

- Cheating in any form is not tolerated. If a student is caught cheating or attempting to cheat during an exam, the instructor takes their paper and requires the student to leave the classroom without delay. Further disciplinary action will then follow.
- Cheating includes:
 - Talking to other students,
 - Looking or attempting to look at the paper of another student,
 - Referring to any written materials which are not part of the official exam papers,
 - Using or looking at a cell phone,
 - Sharing or requesting to share materials, including pencils and erasers, with other students.

5.2.4 Sanctions

The rules regarding sanctions are set out in regulations enacted under the law number 2547 article 54. If a student is found in violation of the Code of Student Conduct and/or any university policy, one or more of the following sanctions may be carried out in respect of the disciplinary matter.

- Warning: Students are warned about their behaviour and are required to be more careful about their behaviour and attitudes.
- Reprimand: Students are warned in written report that their behaviour has been found offensive and at fault.
- Suspension for a period between one week and one month: The student is notified in written report that he/she is suspended from the SFL for a period of time and cannot benefit from his/her rights as a student during the time of suspension.
- Suspension for one or two semesters: The student is notified in written report that he/she is suspended from the SFL for one or two semesters, and he/she cannot benefit from the services and facilities of the SFL during this period.
- Expulsion from higher education institutions: The student is notified in written report that he/she is permanently expelled from all Turkish higher education institutions.

For further information on disciplinary actions, please consult the “Higher Education Student Discipline Regulations on Student Affairs” section of the university website. <http://oidb.gantep.edu.tr/pages.php?url=yok-yonetmelikleri-9>

6 PEARSON ASSURED ACCREDITATION PROCESS

Why is accreditation important?

To provide quality assurance and the continual development of the quality policies, new requirements have appeared in educational setting. At this point quality audits and the

accreditation of the educational institutions by independent, objective and international organizations is of great importance.

Why become a Pearson Assured organisation?

- **Set an international benchmark**

by demonstrating that your organisation meets the Pearson Assured quality criteria, you ensure that each learner on each programme receives the same standard of education and training provision, whoever they are, and wherever they take the course.

- **Stand out from the crowd**

Assured organisations can use the Pearson logo on promotional materials, and claim certificates featuring the Pearson logo alongside your organisation's logo.

- **Improve your quality management**

When our quality advisors review the validity and reliability of your quality procedures, you get detailed feedback on how you can improve your quality systems. Annual visits thereafter help you to improve your quality standard.

- **Assure your learners with an independent benchmark from a credible authority on standards in education and training**

Becoming Pearson Assured sends a clear message to current and prospective learners that your organisation is accountable and responsible, providing important reassurance to your learners.

- **One simple step, to endorse all your organisation process**

Because we review your organisation, and not individual programmes, Pearson Assured status involves only one organisation-level review. This means you can receive a quality endorsement for all your programmes from just one review.

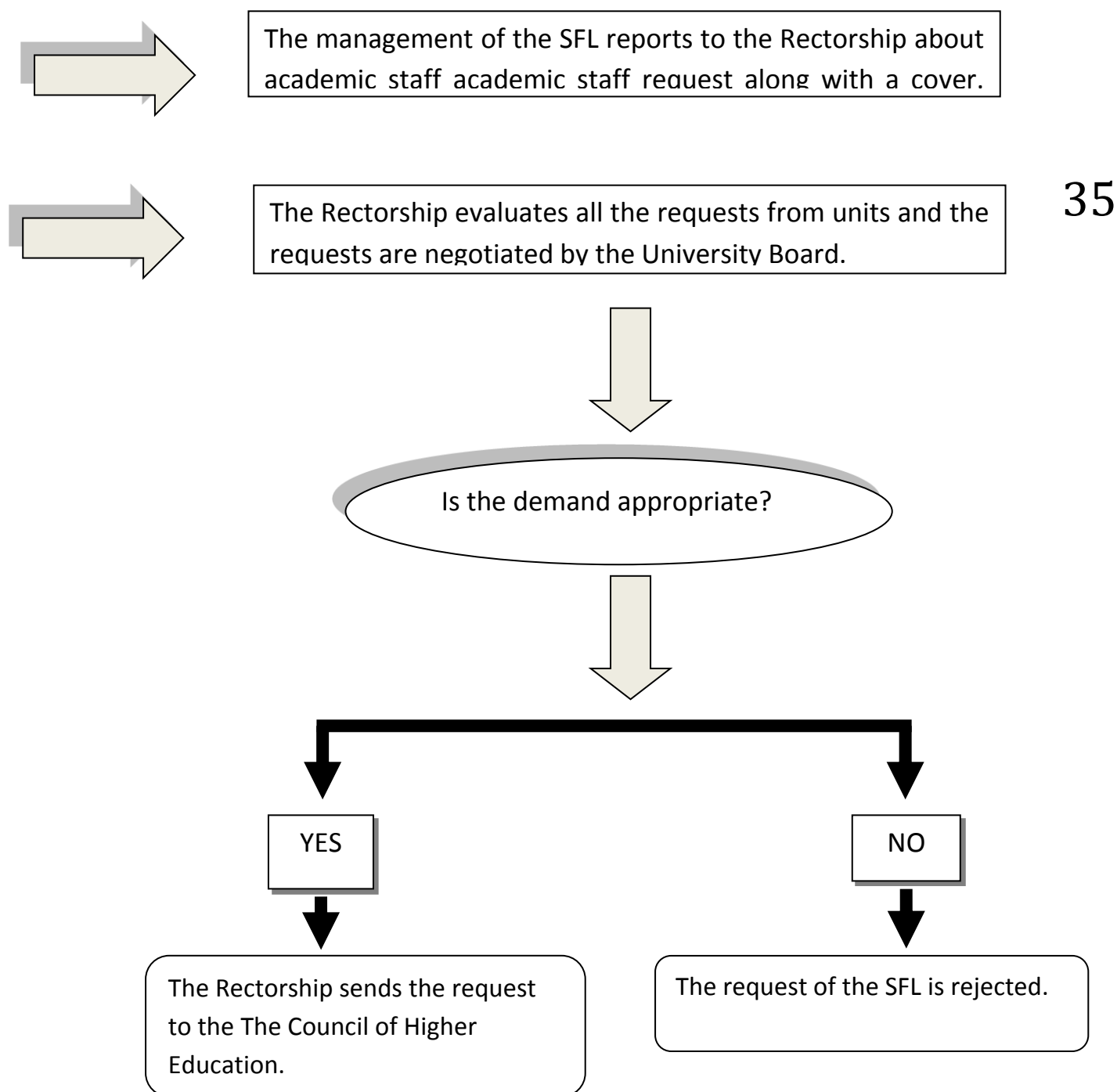
Pearson Accreditation Aims

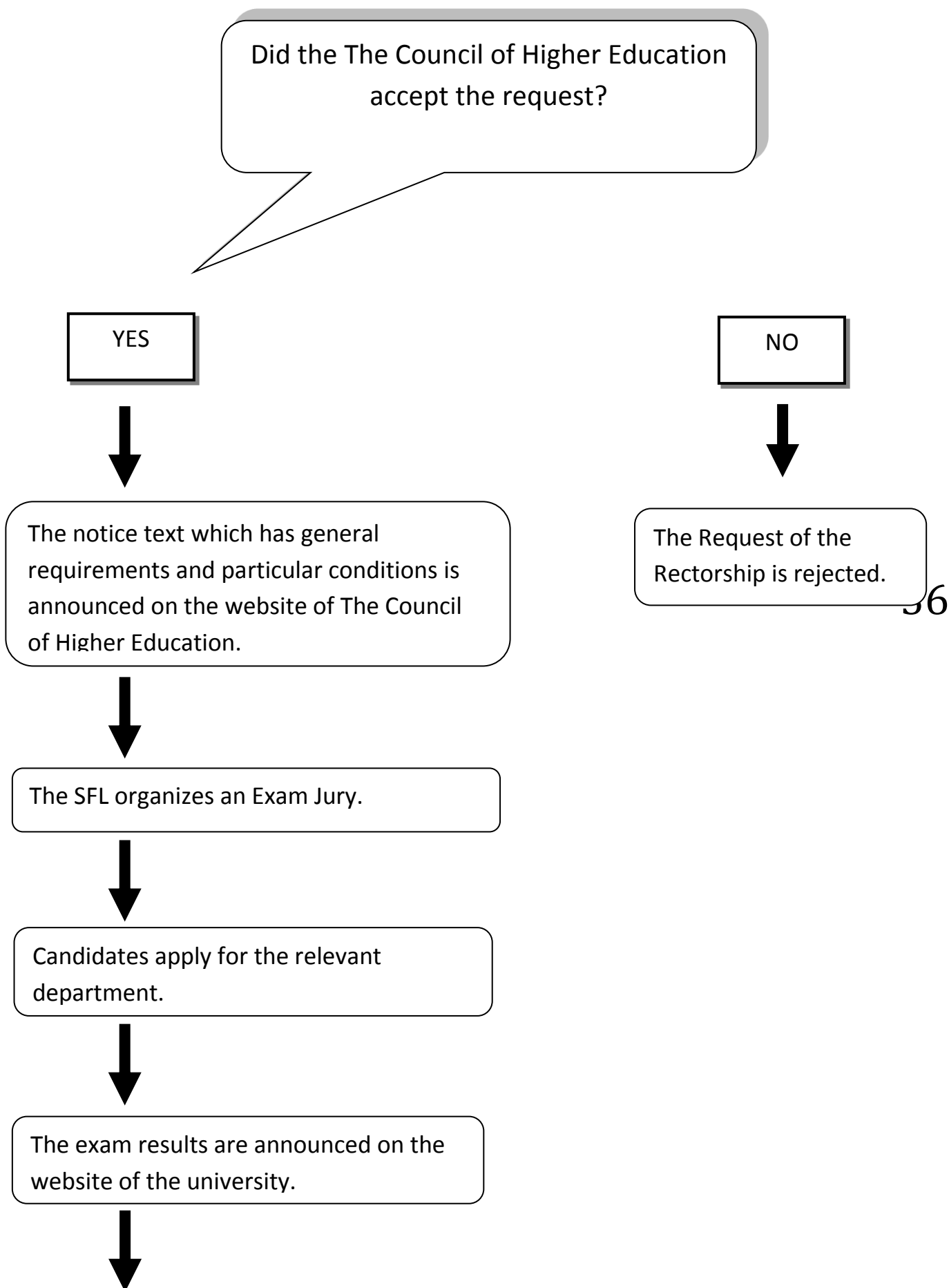
- To develop the qualifications of the preparatory program
- To set a regular quality assurance system in learning programs
- To improve and regulate systems and processes in international standards

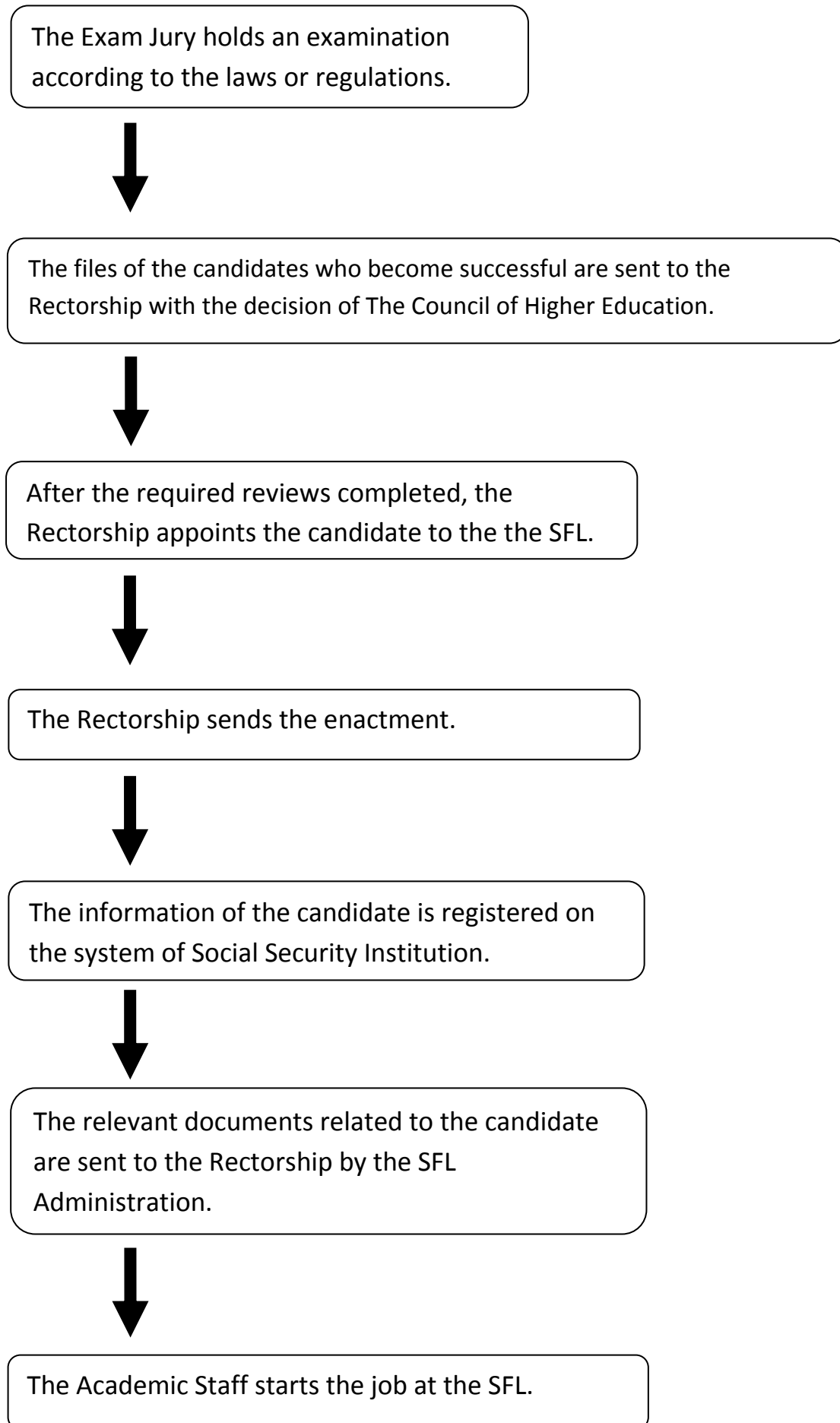
7 APPENDICES

7.1 Appendix 1 - Work Flow Chart


STAFF RECRUITMENT PROCESS WORK FLOW CHART







7.2 Appendix 2 - Meeting Form

	YABANCI DİLLER YÜKSEKOKULU TOPLANTI TUTANAĞI	TARİH : .../.../2019
		TOP.NO : 2019/
		SAAT :
		SAYFA NO:

GÜNDEM	
TOPLANTI YERİ	
TOPLANTIYA KATILANLAR:	
<p>..... başkanlığında; tarihinde saat toplanarak aşağıdaki kararlar alınmıştır.</p>	
ALINAN KARARLAR	
<p>1.</p>	

7.3 Appendix 3 - Instructor Evaluation Form

[illegible]

7.4 Appendix 4 - General Feedback Form

18.02.2018

ASSESSMENT

ASSESSMENT

ALL YOUR ANSWERS ARE ANONYMOUS. PLEASE INCLUDE ALL YOUR CRITICISMS ...

* Required

FACE2FACE

1. THE CLASSWARE IS BENEFICIAL

Mark only one oval.

	1	2	
NO	<input type="radio"/>	<input type="radio"/>	YES

2. CAN YOU GRADE EFFECTIVENESS OF FACE2FACE IN YOUR CLASS? *

Mark only one oval.

	1	2	3	4	5	
INEFFECTIVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	EFFECTIVE

3. SHOULD WE CONSIDER CHANGING IT NEXT YEAR? *

Mark only one oval.

☐ YES

☐ NO

10

18.02.2018

ASSESSMENT

4. PLEASE PROVIDE ALL YOUR COMMENTS ABOUT IT? *

2

Q SKILLS

5. DO YOU TEACH IT?

Mark only one oval.

	1	2	
DON'T ANSWER THE REST-NO	<input type="radio"/>	<input type="radio"/>	YES

6. CAN YOU GRADE EFFECTIVENESS OF Q-SKILLS IN YOUR CLASS?

Mark only one oval.

	1	2	3	4	5	
INEFFECTIVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	EFFECTIVE

18.02.2018

ASSESSMENT

7. ANY COMMENTS ABOUT IT?

3

WRITING JOURNEY

8. DO YOU TEACH IT?

Mark only one oval.

	1	2
DON'T ANSWER THE REST-NO	<input type="radio"/>	<input type="radio"/>
YES		

9. CAN YOU GRADE EFFECTIVENESS OF WRITING JOURNEY IN YOUR CLASS?

Mark only one oval.

	1	2	3	4	5
INEFFECTIVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EFFECTIVE					

18.02.2018

ASSESSMENT

10. ANY COMMENTS ABOUT IT?

4

ONLINE SELF ACCESS

11. CAN YOU GRADE EFFECTIVENESS OF ONLINE SELF ACCES FOR YOUR CLASS? *

Mark only one oval.

	1	2	3	4	5
INEFFECTIVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EFFECTIVE					

12. ANY COMMENTS ABOUT IT?

13. WHAT PERCENT DO YOU THINK SHOULD BE ALLOCATED FOR SELF ACCESS? *

18.02.2018

ASSESSMENT

5

MODULAR SYSTEM**14. CAN YOU GRADE EFFECTIVENESS OF MODULAR SYSTEM? ****Mark only one oval.*

	1	2	3	4	5	
INEFFECTIVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	EFFECTIVE

15. ANY COMMENTS ABOUT IT?

16. WHAT DO YOU THINK THE MODULE PASSING GRADE SHOULD BE? *

6

BUILDING

18.02.2018

ASSESSMENT

17. THE CLASSROOMS ARE CLEAN?*Mark only one oval.*

	1	2	3	4	5	
NEVER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ALWAYS

18. THE OFFICES ARE CLEAN?*Mark only one oval.*

	1	2	3	4	5	
NEVER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ALWAYS

19. THE BUILDINGS ARE CLEAN?*Mark only one oval.*

	1	2	3	4	5	
NEVER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ALWAYS

20. THE PARKING AREA IS CLEAN?*Mark only one oval.*

	1	2	3	4	5	
NEVER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ALWAYS

21. I WARN MY STUDENTS ABOUT KEEPING THE SCHOOL CLEAN*Mark only one oval.*

	1	2	3	4	5	
NEVER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ALWAYS

18.02.2018

ASSESSMENT

22. ANY FURTHER COMMENTS?

7

PROFESSIONAL DEVELOPMENT

23. TEACHING LOAD *

Mark only one oval.

	1	2	3	4	5	
TOO MANY HOURS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	OK

24. STUDENT PERFORMANCE *

Mark only one oval.

	1	2	3	4	5	
TOO LOW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	OK

25. NUMBER OF STUDENTS IN EACH CLASS *

Mark only one oval.

	1	2	3	4	5	
TOO MANY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	OK

18.02.2018

ASSESSMENT

26. CURRICULUM - 15 HOURS FOR MAIN COURSE 1: (TOO MUCH) 3: (OK) 5: (NOT ENOUGH) *

Mark only one oval.

	1	2	3	4	5	
TOO MUCH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NOT ENOUGH

27. CURRICULUM - 4 HOURS FOR READING 1: (TOO MUCH) 3: (OK) 5: (NOT ENOUGH) *

Mark only one oval.

	1	2	3	4	5	
TOO MUCH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NOT ENOUGH

28. CURRICULUM - 4 HOURS FOR WRITING 1: (TOO MUCH) 3: (OK) 5: (NOT ENOUGH) *

Mark only one oval.

	1	2	3	4	5	
TOO MUCH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NOT ENOUGH

29. EXTRA LOAD (GRADING, TEACHING MATERIAL PREPARATION, EXAM WRITING, ETC.) *

Mark only one oval.

	1	2	3	4	5	
TOO MUCH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	TOO LITTLE

30. I WOULD LIKE SOMEONE TO SHOW US HOW TO USE THE PROJECTOR AND THE COMPUTER IN CLASS *

Mark only one oval.

	1	2	
NO	<input type="radio"/>	<input type="radio"/>	YES

18.02.2018

ASSESSMENT

31. I NEED PROFESSIONAL DEVELOPMENT ACTIVITIES *

Mark only one oval.

	1	2	3	4	5	
NOT REALLY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	DEFINITELY

32. ANY ADDITIONAL COMMENTS? PLEASE INCLUDE YOUR SUGGESTIONS REGARDING PROFESSIONAL DEVELOPMENT ACTIVITIES.

8

33. WHAT DO YOU THINK ARE THE STRENGTHS OF OUR SCHOOL?

34. WHAT DO YOU THINK ARE THE WEAKNESSES OF OUR SCHOOL?

44

18.02.2018

ASSESSMENT

35. PLEASE PROVIDE YOUR COMMENTS, SUGGESTIONS AND CRITICISMS TO ADMINISTRATION?

7.5 Appendix 5 - Instructor Contact List

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7.6 Appendix 6 - Paragraph Assessment Rubric

TASK ACHIEVEMENT (30PTS)		ORGANIZATION (20PTS)		USE OF ENGLISH (20PTS)		VOCABULARY (20PTS)		PUNC./SPELL./MECHANICS (10 PTS)	
30	<ul style="list-style-type: none"> -task <u>fully</u> achieved -<u>great</u> variety of ideas -<u>very good</u> knowledge of subject -<u>entirely</u> relevant to topic -appropriate length and register 	20	<ul style="list-style-type: none"> -<u>appropriate and effective</u> topic sentence, supporting sentences and concluding sentence -suitable use of transitional expressions -logical and complete conclusion 	20	<ul style="list-style-type: none"> -<u>accurate</u> use of grammar & structure (agreement, tense, word order, articles ,etc.) -meaning clear -great variety of structures -being able to use complex structures 	20	<ul style="list-style-type: none"> -<u>wide</u> range of vocabulary and very good choice of words -accurate form and usage -meaning clear 	10	<ul style="list-style-type: none"> -<u>hardly any</u> spelling mistakes -left and right margins, all needed capitals, paragraph indented and punctuation; very neat
22,5	<ul style="list-style-type: none"> -task <u>adequately</u> achieved -adequate variety of ideas -adequate knowledge of subject -<u>some</u> gaps or redundant information -acceptable format, length and register -a few irrelevant ideas 	15	<ul style="list-style-type: none"> -topic sentence, supporting sentences and concluding sentence <u>are acceptable</u> but some ideas aren't <u>fully developed</u> -<u>some</u> problems with the usage of transitional expressions -<u>some</u> problems with the order of ideas 	15	<ul style="list-style-type: none"> -<u>adequate</u> use of grammar & structure -meaning almost clear -some mistakes in use of complex structures 	15	<ul style="list-style-type: none"> -<u>adequate</u> range of vocabulary and choice of words -some errors of form and usage -meaning <u>sometimes</u> not clear 	7,5	<ul style="list-style-type: none"> -<u>few</u> spelling mistakes -some problems with margins , capitals and punctuation -paper is legible
15	<ul style="list-style-type: none"> -task achieved only in a <u>limited</u> sense -limited variety of ideas (development of ideas not complete) -limited knowledge of subject - <u>frequent</u> gaps - <u>often inadequate</u> format, length and register -some irrelevant ideas 	10	<ul style="list-style-type: none"> -<u>poor</u> topic sentence, supporting sentences and concluding sentence -<u>many</u> problems with the order of ideas -conclusion weak or illogical 	10	<ul style="list-style-type: none"> -<u>limited</u> use of grammar & structures -<u>numerous</u> errors of agreement which has a negative effect on communication -limited use of complex structures 	10	<ul style="list-style-type: none"> -<u>limited</u> range of vocabulary and choice of words -<u>frequent</u> errors of form and usage -meaning <u>often</u> not clear 	5	<ul style="list-style-type: none"> -<u>frequent</u> spelling mistakes -serious problems with margins , capitals and punctuation -parts of paragraph not legible
7,5	<ul style="list-style-type: none"> -task <u>poorly</u> achieved -poor variety of ideas -<u>major</u> gaps and pointless repetition -too many irrelevant ideas -<u>no apparent</u> effort to consider the topic carefully 	5	<ul style="list-style-type: none"> -absence of topic sentence, supporting sentences and concluding sentence -no apparent organization -no meaningful paragraphing, nearly impossible to read 	5	<ul style="list-style-type: none"> - <u>poor use</u> of grammar & structures -meaning very often not clear -reader can't understand what the writer was trying to say -poor variety of structures 	5	<ul style="list-style-type: none"> -<u>poor</u> range of vocabulary and choice of words; repetitive -too many errors of form and usage -meaning not clear -mainly translation from mother tongue 	2,5	<ul style="list-style-type: none"> -<u>severe</u> spelling mistakes -poor usage of capitals and punctuation -no paragraph format (margins)

7.7 Appendix 7 - Essay Assessment Rubric

TASK ACHIEVEMENT (30PTS)		ORGANIZATION (20PTS)		USE OF ENGLISH (20PTS)		VOCABULARY (20PTS)		PUNC./SPELL./MECHANICS (10 PTS)	
30	<ul style="list-style-type: none"> -task <u>fully</u> achieved -<u>great</u> variety of ideas -<u>very good</u> knowledge of subject -<u>entirely</u> relevant to topic -appropriate format, length and register 	20	Appropriate thesis statement; effective introductory paragraph ;topic is stated; suitable transitional expressions; conclusion logical and complete	20	Accurate use of grammar and structures; hardly any errors of agreement, tense, word order articles, etc. ;meaning clear; being able to use complex structures; great variety of ideas	20	<ul style="list-style-type: none"> -wide range of vocabulary and very good choice of words -accurate form and usage -meaning clear 	10	<ul style="list-style-type: none"> -hardly any spelling mistakes -left and right margins, all needed capitals, paragraph indented and punctuation; very neat
22,5	<ul style="list-style-type: none"> -task <u>adequately</u> achieved -adequate variety of ideas -adequate knowledge of subject -<u>some</u> gaps or redundant information -acceptable length and register -e few irrelevant ideas 	15	Thesis statement Body paragraph and Concluding paragraph are acceptable but some ideas aren't fully developed; Body paragraph may not fully support the thesis statement and problems of organization occur	15	Adequate use of grammar and structures; some errors of agreement, etc.; meaning almost clear; some mistakes in use of complex structures	15	<ul style="list-style-type: none"> -adequate range of vocabulary and choice of words -some errors of form and usage -meaning sometimes not clear 	7,5	<ul style="list-style-type: none"> -few spelling mistakes -some problems with margins , capitals and punctuation -paper is legible
15	<ul style="list-style-type: none"> -task achieved only in a <u>limited</u> sense -limited variety of ideas (development of ideas not complete) -limited knowledge of subject - <u>frequent</u> gaps - <u>often inadequate</u> length and register -some irrelevant ideas 	10	Poor introduction; too many problems with ordering of ideas; poor supporting ideas and conclusion	10	Limited use of grammar and structures; numerous errors of agreement, etc. Which has a negative effect of communication	10	<ul style="list-style-type: none"> -<u>limited</u> range of vocabulary and choice of words -<u>frequent</u> errors of form and usage -meaning often not clear 	5	<ul style="list-style-type: none"> -frequent spelling mistakes -serious problems with margins , capitals and punctuation -parts of essay not legible
7,5	<ul style="list-style-type: none"> -task <u>poorly</u> achieved -poor variety of ideas -<u>major</u> gaps and pointless repetition -<u>no apparent</u> effort to consider the topic carefully -too many irrelevant ideas 	5	Absence of introduction; or conclusion; no apparent organization of body meaningful paragraphing; nearly impossible to read	5	<ul style="list-style-type: none"> - poor use of grammar & structures -meaning very often not clear -reader can't understand what the writer was trying to say -poor variety of structures 	5	<ul style="list-style-type: none"> -poor range of vocabulary and choice of words; repetitive -too many errors of form and usage -meaning not clear -mainly translation from mother tongue 	2,5	<ul style="list-style-type: none"> -severe spelling mistakes -poor usage of capitals and punctuation -no essay format (margins)

7.8 Appendix 8 - Speaking Assessment Rubric

Task Completion Have students fully addressed all parts of the task? Have students presented an answer to the question with relevant, fully extended and well supported ideas?	The content barely relates to the task.	5
	The response partially addresses the requirements of the task.	10
	The response generally addresses the requirements of the task.	15
	The response addresses the requirements of the task well.	20
Lexical Resource Have students got enough vocabulary to express their ideas clearly? Is the vocabulary used to express ideas correct?	The range of vocabulary is extremely limited; there are numerous lexical errors often affecting meaning.	5
	The resource is limited to basic vocabulary which is used repetitively, and may be inappropriate to the task.	10
	The resource is adequate with some repetition; there are lexical errors but meaning is barely affected.	15
	The resource enables the student to complete the task well; there are few lexical errors and meaning is not affected.	20
Grammatical Range and Accuracy Have students used a relevant range of grammatical forms to express ideas and convey their opinions? Have students used grammatical forms accurately?	The range of sentence structures used is extremely limited, and numerous grammatical errors often affect meaning.	5
	The range of sentence structures is adequate; there are grammatical errors but meaning is not often affected.	10
	Complex and basic sentence structures are attempted; there are few grammatical errors and meaning is not affected.	15
	A variety of complex and basic sentence structures is used well; grammatical errors are rare and meaning is not affected.	20
Fluency and Coherence Are students able to put their message across in a clear manner, with limited hesitation and appropriate speed? Are ideas appropriately linked together?	Some information is linked coherently but the response lacks progression. There are some basic cohesive devices, but these may be inaccurate or repetitive. The speaker has some ability to communicate their message, but with frequent hesitation which sometimes makes comprehension difficult.	5
	Information is linked coherently with clear progression. Cohesive devices are used effectively, but connections may not always be appropriate or clear. There is some hesitation, but this does not affect comprehension.	10
	The response sequences information and ideas and there is clear progression throughout. The speaker communicates their message well. Speed and hesitation are not an issue in comprehension.	15
	The response skilfully connects ideas with clear progression. Hesitation is not a concern and the speed adds to fluency rather than detracts from it.	20
Pronunciation Are students able to use appropriate speed and intonation? Do they use correct pronunciation?	Pronunciation errors frequently impact on comprehension and make it difficult to follow.	5
	There are pronunciation errors but these do not impact on comprehension to a great extent.	10
	Pronunciation does not impact on comprehension.	15
	Control of intonation, stress, pauses, and pronunciation actually adds to rather than detracts from their message.	20

7.9 Appendix 9 – Professional Development Program



CPD

CPD stands for Continuing Professional Development. It refers to the process of tracking and documenting the skills, knowledge, and experience that the participants bring to the workplace and how they use them. The term is generally used to describe a physical folder or portfolio documenting your development as a professional.

The CPD process helps you manage your own development on an ongoing basis. Its function is to help you record, review and reflect on what you learn. It's not a tick-box document recording the training you have completed. It's broader than that.

IMPORTANT DATES

- ✓ Pick an observer until February 15th
- ✓ Implement peer observation until March 15th
- ✓ Start VEO practices until March 15th

PROFESSIONAL DEVELOPMENT PROGRAM 1+1st EACH TERM

Number 1s must, 2s are alternatives

GAZIANTEP UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

1. PEER OBSERVATION



The peer observation of teaching process provides both the observee and the observer with the opportunity to mutually enhance the quality of their teaching practice

THE PROCESS

- ✓ Observer meets the observee, and both discuss what is to be observed, what is planned for the lesson, and the logistics of the observation.
- ✓ Classroom observation takes place.
- ✓ Observer meets with observee (soon afterward if possible), discusses what he or she saw happening in the classroom, what seemed to work well, what did not, makes suggestions based on the relation between the self-evaluation and the observation.
- ✓ Observer writes his or her comments based on notes and observation form.
- ✓ Observee writes his or her comments.

2. (A) TEACHER DEVELOPMENT RESOURCE

You can improve your teaching skills with print out or online books, articles, lesson plans, and resources from notable publishers and experts in the field.



Resource Sharing

2.(B) EFL LEARNER RESOURCES

Print-out or online books, articles, lesson plans, and resources for our students to improve their language skills.



2. (C) BEST PRACTICE



Share your Best Practices with Us

A best way/technique /activity to teach a specific topic by using your own lesson plan.

2. (D) CLASSROOM/ ACTION RESEARCH

What is Action Research?

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
- Teachers and principals help each other by working collaboratively
- Working with colleagues helps teachers and principals in their professional development (Wass, 1985, p. 110)

2. (E) VIDEO ENHANCED OBSERVATION



A 4 week video observation of your teaching and mentoring provided by experts outside the school.



SFL

A YEAR OF ACCOMPLISHMENTS

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