

Quality Manual

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List of abbreviations

ACA – *Academic Activities Unit*

COORD - *Coordinators' Office*

DO - *Director's Office*

ECA – *Extracurricular Activities Unit*

ELEARN - *E-Learning (for Preparatory Programs) Unit*

EPP - *English Preparatory Programme*

TIP – *Teacher Induction Program*

TPE – *Teacher Performance Evaluation*

MATDEV - *Planning and Material Development Unit*

PRODEV – *Professional Development Unit*

QA – *Quality Assurance Unit*

SFOL - *Istanbul Gelisim University School of Foreign Languages*

TESTING - *Assessment and Development Unit*

VDO - *Vice Directors' Office*

Mission Statement

Our Mission

The School of Foreign Languages aims to provide competency in English language sufficient to study in the related degree programmes whose medium of instruction is English. It also coordinates and supervises all types of educational activities within the preparatory programme.

The School also aims to improve students' competencies in the English language by enabling them to access academic sources in English and make use of them efficiently, communicate in the language and utilize it in their future professional careers in the most effective way possible.

To achieve these goals; the School of Foreign Languages provides a world-class education by ensuring the students are in a constructive, creative, original and innovative educational environment.

Our Vision

The School of Foreign Languages' objective includes:

- contributing to the use of English language as a medium of instruction at İstanbul Gelişim University,
- providing language education for students to be sufficiently competent in English
- working towards the goals set in its mission statement for a continuous progress towards higher qualitative and quantitative standards,
- improving performance where deemed necessary and possible,
- maintaining a sustainable high performance in fields in which it already is proficient.

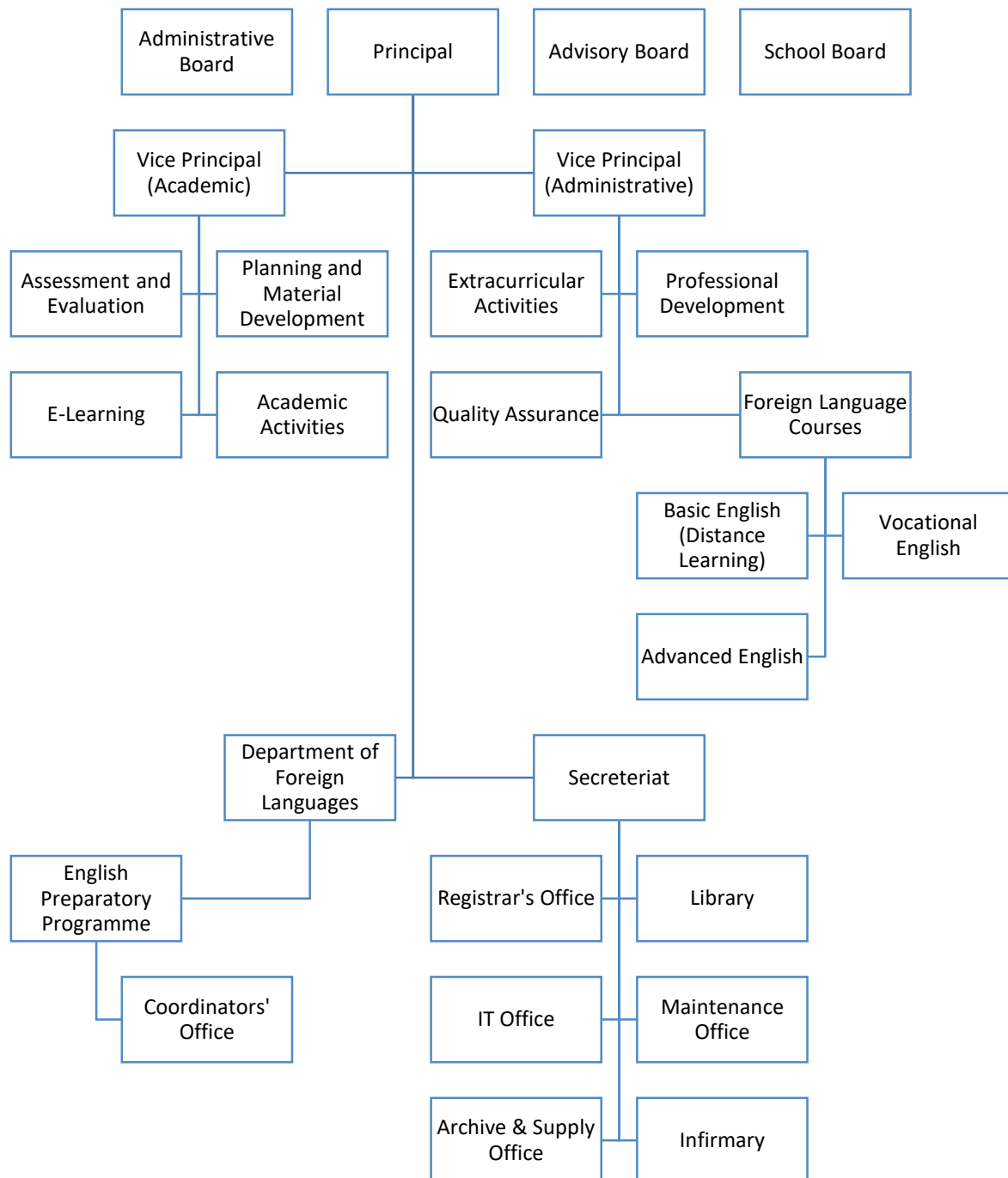
To achieve this, IGUSFOL Management will help its departments reach higher standards by focusing on the efficiency and productivity of its subunits and its staff.

Students who successfully complete the School of Foreign Languages are equipped with English language so that they can use their knowledge effectively at a level of “**independent user** (B2)” according to Common European Framework of Reference for Languages (CEFR).

1. Organisation

1.1 Organisational Structure

The following chart illustrates the organizational structure in Istanbul Gelisim University, School of Foreign Languages.



1.1.1 Overview of Organisation

The School of Foreign Languages consists of a single department, namely Department of Foreign Languages, under which operate one language preparatory programme. This is:

Department of Foreign Languages	English Preparatory Programme
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This programme provides language instruction for students who are already enrolled and are going to study at a programme whose medium of instruction is English. The **English Preparatory Programme** provides language education up to the “independent user” (B2) level according to the Common European Framework of Reference for Languages.

Additionally, under the **Foreign Language Courses** Unit, SFOL provides Basic English (“basic user” A1-A2 levels) course (YDL101, YDL102) for all university programmes and departments whose medium of instruction is Turkish.

And for programmes which have **Vocational English** or **Advanced English** courses in their curriculum, the School of Foreign Languages assigns instructors to faculties to teacher under the supervision and guidance of their respective departments or programmes.

1.1.2 Administration

The School of Foreign Languages is run by the **Principal**. The Director is responsible for all operations at the School of Foreign Languages.

There are two **Vice Principals** (one academic, one administrative) support the Director in his/her work at the School of Foreign Languages. The Vice Director who is responsible for the administrative issues deals with the main managerial concerns for staff, whereas the Vice Director who is responsible for the academic issues deals with the main educational concerns at SFOL.

All operations within the department at the School of Foreign Languages are coordinated and monitored by the **Head of Department**, and the **Head of Programme**.

The **Executive Secretary** is responsible for keeping up to date with the rules and regulations regarding higher education and conducting correspondence related to the School of Foreign Languages. In addition, the activities of complementary units (stated below) as well as The Registrar’s Office are supervised by the Executive Secretary.

1.1.3 Administrative Bodies

There are various administrative bodies established to help operate the School of Foreign Languages. These are:

School Board	<ul style="list-style-type: none">▪ consists of the Director, two Vice Directors and two members▪ oversees the operations at SFOL to make sure they align with the mission and vision of the School and the University
Administrative Board	<ul style="list-style-type: none">▪ consists of the Director, two Vice Directors, and three experienced members with academic qualifications of at least at the level of a doctorate▪ responsible for supporting the Director in implementing decisions▪ ensures SFOL's educational programmes are in line with regulations and standards▪ makes strategic decisions regarding educational activities
Advisory Board	<ul style="list-style-type: none">▪ consists of the Director, two Vice Directors, Head of Department and three members: one student representative, one language-teaching professional, and one academic specializing in the field of language teaching▪ provides guidance and advice to the Director for all operations at SFOL
Department Board	<ul style="list-style-type: none">▪ consists of Head of Department, EPP Head, and unit coordinators of PRODEV, MATDEV, FLC, ECA, and QA▪ helps Head of Department in coordinating the operations within the programmes and across units▪ provides guidance to the Head of Department

1.1.4 Units

In addition, there are various units established to cater to various needs and requirements of the operations at the School of Foreign Languages. These are:

Academic Activities	<ul style="list-style-type: none">▪ monitors teachers' academic activities▪ provides guidance and help for such activities▪ organises academic activities▪ informs teachers on academic activity opportunities
Assessment and Evaluation	<ul style="list-style-type: none">▪ operates in line with SFOL assessment policy▪ constructs, administers and announces tests for EPP as well as YET and Erasmus+ Proficiency▪ provides training for test administration, marking and grading▪ analyses and reports student performance
Coordinators' Office	<ul style="list-style-type: none">▪ maintains an effective communication with and among the teachers and units▪ monitors instruction, making sure that the learning outcomes of the curriculum are achieved▪ provides help and guidance to instructors on instructional material and method of instruction▪ collects feedback from teachers regarding the syllabus, instructional materials, assessments
E-Learning	<ul style="list-style-type: none">▪ provides help and guidance to teachers and students regarding the Online Learning Platform▪ organises in-service training on ICT for teachers, when required
Extracurricular Activities	<ul style="list-style-type: none">▪ plans, organises various activities for students throughout the year▪ help groups elect student representatives▪ organises regular meetings with student representatives▪ reports feedback collected through wishboxes
Foreign Language Courses	<ul style="list-style-type: none">▪ constructs tests for General English courses▪ designs syllabi and instructional materials for General English▪ instructs distance learning classes

	<ul style="list-style-type: none"> ▪ monitors machine marking process of General English tests
Planning and Material Development	<ul style="list-style-type: none"> ▪ operates in line with SFOL curriculum policy ▪ designs syllabus ▪ chooses, designs and/or curates instructional materials ▪ plans instruction and informs COORD on method of instruction ▪ reviews tests for curriculum alignment
Professional Development	<ul style="list-style-type: none"> ▪ carries out Teacher Induction Programme for newly-recruited teachers ▪ organises in-service training for teachers ▪ identifies needs of teachers with regards to professional development ▪ informs teachers on CPD activity opportunities
Quality Assurance	<ul style="list-style-type: none"> ▪ operates in line with SFOL quality policy ▪ monitors all operations (academic and administrative) within SFOL ▪ ensures all procedures and processes are in line with Pearson Assured and YÖK standards ▪ collects feedback and provide reports for sustaining and improving overall quality
Registrar's Office	<ul style="list-style-type: none"> ▪ provides front line service and support for students ▪ processes enrolment, schedules classes, and maintains class lists ▪ keeps a permanent record of grades and marks ▪ maintains archive, and operates supply office

1.1.5 Complementary Units

There are also additional units which serve under the School of Foreign Languages but are extensions of the university-wide departments. These are:

- IT Office
- Maintenance Office
- Library
- Infirmary

- Archive
- Supply Office

1.1.6 Personnel

Principal	Dr. Şahin Gök
Vice Principal(s)	Büşra Hacıköylü, Asuman Kağıt Balta
Executive Secretary	Selincan Henden
Administrative Board	Dr. Şahin Gök, Büşra Hacıköylü, Asuman Kağıt Balta, Mustafa Günay, Kadir Mersin, Ekrem Süzen
School Board	Dr. Şahin Gök, Büşra Hacıköylü, Asuman Kağıt Balta, Utku Tönel
Advisory Board	Dr. Şahin Gök, Büşra Hacıköylü, Asuman Kağıt Balta, Utku Tönel, Ahmet Sivil (Dialogue Language Schools), Dr. Selami Aydın (Medeniyet University, School of Foreign Languages)
Academic Activities Unit	Bahaa Momtaz*
Assessment and Evaluation Unit	Buse Aksoy*, Tuğrul Güngör, Amir A. Khameneh
Coordinators' Office	Hamdi A.S. Jarada*, Sana Moazzezzi F.M., Yahya K.M. Mostafa
E-Learning Unit	Türkish Baymyradov*
Extracurricular Activities Unit	Farnaz Sabeti,* Sercan D. Arısoy,
Foreign Language Courses Unit	Pınar Aslan
Planning and Material Development Unit	Amina Benkhalifa,* Ekru Dilek, Utku Tönel
Professional Development Unit	Mahri Babagulyyeva*, Neslihan Kara
Quality Assurance Unit	Asuman Kağıt Balta, Utku Tönel, Amina Benkhalifa
Registrar's Office	Tuğba Özdemir, Sefa Öztürk

Library	Aslı Gülhan Güven
IT Office	Bayram Eminanç
Infirmery	Mihaela Şoimar

2. Curriculum Policy

The ultimate aim of SFOL English Preparatory Program's Curriculum, which is in accordance with the mission and vision of the school, is to provide learners of English language with a remarkably effective language learning process. Each segment of the curriculum, the syllabus, course books/materials and assessment are consistent with each other.

2.1 Fundamental Considerations

2.1.1 Meeting students' linguistic and academic needs

The primary aim of the curriculum is to supply adequate language knowledge and skills that are essential for students' future academic studies in their departments. Students who have successfully completed the preparatory program will have the required skills and strategies for their studies, which include attending lectures, comprehending texts, generating varied types of written texts and communicating by making use of language accurately and effectively.

2.1.2 Fostering learner autonomy

We believe that language learning is not limited to the classroom. In this respect, students are equipped with the strategies which will enable them to support their learning outside the classroom as well. Therefore, our ultimate aim is to encourage the students to make use of different sources such as computer labs, library, online sources etc., and to make them take responsibility for their own learning.

2.1.3 Providing individual guidance

To sustain the success in language learning process, individual attention should be paid to students by taking their individual differences and needs into consideration by their assigned academic advisors, as well as respective course instructors.

At the School of Foreign Languages, each group of learner is assigned with an academic advisor who provides feedback, support, and guidance to students. In addition, all instructors have designated "office hours" which allow learners to request guidance on individual courses.

2.2 Learning Outcomes

Common European Framework of Reference for Languages (CEFR)¹ document generates the base in deciding the results of the curriculum and in preparing the syllabus of the Preparatory program, as well as British Council: Core Inventory for General English², which is also based on the CEFR. The curriculum gives information about the learning objectives to be accomplished at various language levels, specifying the estimated time to be assigned to achieve them, all of which can be found in related syllabus documents.³ In addition to this, the curriculum contains not only in class but also out of class studies.

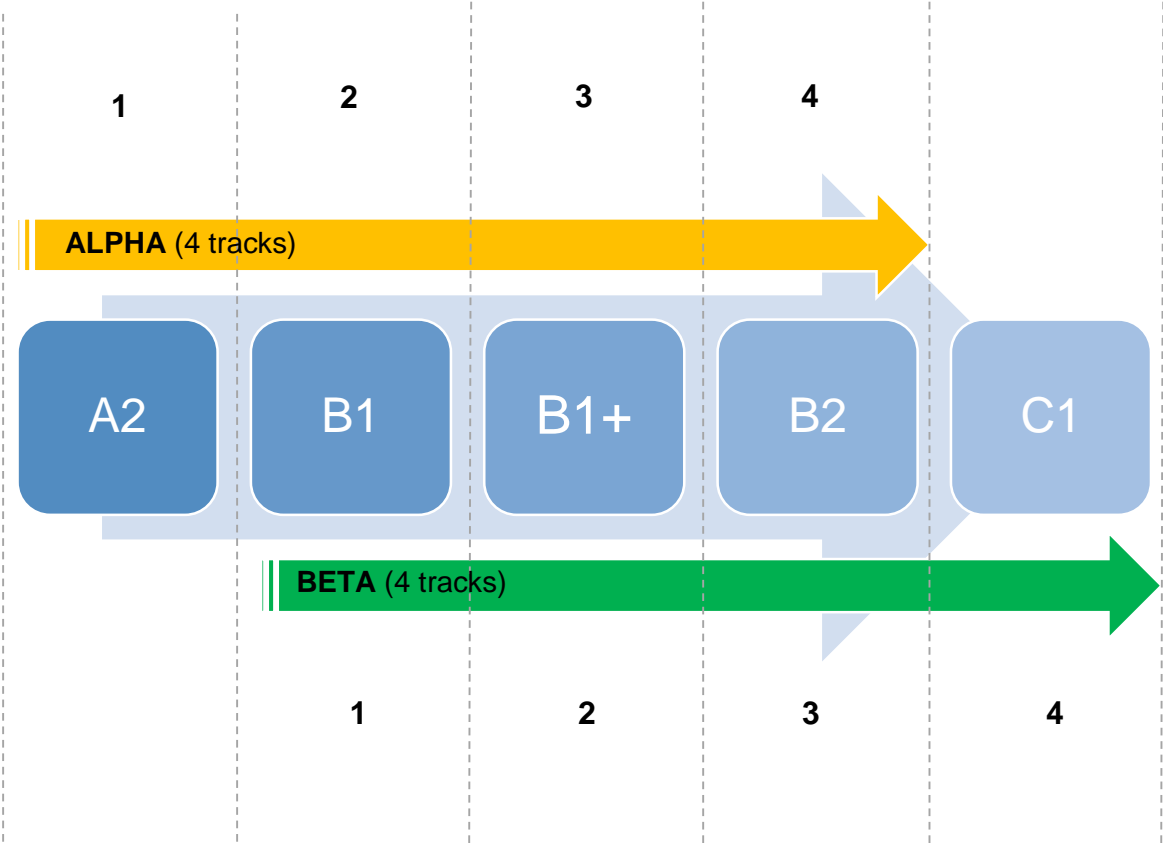
Basic User	A2	Track I	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.
Independent User	B1	Track II	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
	B1+	Track III	Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	B2	Track IV	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

¹ *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* – Cambridge University Press.

² B. North, A. Ortega, Susan Sheehan, *British Council – EAQUALS Core Inventory for General English*

³ EPP Syllabus Document for A2, B1, B2,

ALPHA	<ul style="list-style-type: none"> • 4 tracks • A2 to B2 • For all learners in EMI programmes (except for listed in BETA)
BETA	<ul style="list-style-type: none"> • 4 tracks • B1 to C1 • For learners in the English Language and Literature, and English Translation and Interpreting programmes



2.3 Instruction

The instructional philosophy at the School of Foreign Languages is to ensure that maximum learning takes place in a safe, positive and learner-centred environment. Instructors serve as positive role models, mentors, and contributing team members who adhere to, and implement school policies.

Important elements of quality instruction include, but not limited to, implementation of the school curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. SFOL commits to providing every teacher with the necessary resources, materials, and support to deliver quality instruction.

2.3.1 Guided Learning

The English Preparatory Programme is divided into four separate Tracks, each of which reflects the learning outcomes as stated in the table 'CEFR Global Scale' above.

Track I	8 weeks	26 hrs of guided learning per week
Track II	8 weeks	26 hrs of guided learning per week
Track III	8 weeks	26 hrs of guided learning per week
Track IV	8 weeks	26 hrs of guided learning per week
TOTAL: 832 hrs of guided learning		

Total guided learning hours

In Tracks, each of which lasts for eight weeks, the syllabi follow a similar course structure. The School of Foreign Languages aims to obtain a balance between integrated-skills approach and discrete-skills approach to language teaching. Thus, integrated skills course, as well as discrete skills courses are parts of the curriculum. These include Main Course, Reading, Writing, Speaking, and Listening courses.

Course	Guided Learning Hours per week
Main Course	12
Reading	4
Writing	2
Listening	4
Speaking	4
TOTAL	26

Guided learning hours per week

2.3.2 Pacing

Every guided learning hour for each course in each Track is planned by the Planning and Material Development Unit and communicated to the instructors before the beginning of each Track in the form of pacing documents via the Coordinators' Office.

2.4 Assessment

The main approach to learner evaluation at the School of Foreign Languages is continuous assessment. The performance of learners is assessed through the four tracks via progress tests and quizzes, each of which contribute to the final score. At the end of the academic year, the summative assessment is reported.

COMPONENT	WEIGHTING
Track I	20%
Track II	20%
Track III	20%
Track IV	20%
General Evaluation Test	20%
TOTAL	100%

The scheme of assessment for English Preparatory Programme

Students do not fail from individual tracks and follow their studies at the English Preparatory Programme throughout the academic year. The summative assessment of a student at the end of the academic year is based on a PASS/FAIL grading.

SCORE	RESULT
70-100	PASS
0-69	FAIL

Interpretation of achievement after summative assessment

Assessments in each Track follows a similar structure. Each track includes quizzes as well as Progress Tests. For each track in the English Preparatory Programme, students take all the components:

Component	Weighting
Main Course Three Quizzes (100 marks each) One Progress Test at the end of the track (100 marks)	40%
Reading One quiz (100 marks) One Progress Test at the end of the track (100 marks)	15%
Writing One quiz (100 marks) One Progress Test at the end of the track (100 marks)	15%
Listening One quiz (100 marks) One Progress Test at the end of the track (100 marks)	15%
Speaking One quiz (100 marks) One Progress Test at the end of the track (100 marks)	15%

Breakdown of assessment components per Track

2.5 Instructional Materials

The materials, including the textbooks⁴ and all supplementary materials prepared and/or curated by the Planning and Material Development Unit, contribute to accomplishing the learning outcomes. Apart from these materials, online materials developed, curated, and maintained by the E-Learning Unit⁵ to be utilized at different levels both in and outside the classroom, are also substantial parts of teaching materials.

⁴ *Language Hub (MacMillan Education), Skilful 2nd Edition (MacMillan Education)*

3. Assessment Policy

3.1 Objectives

- To construct consistent, stable and appropriate examinations which fit the purpose and the context of education at SFOL, and which are aligned to CEFR.
- To administer secure examinations according to clear, transparent and established procedures with appropriate support systems.
- To provide sufficiently accurate and reliable marking and grading with appropriate evidence for the whole process.
- To collect and analyse data from examinations to further develop quality of assessment and learner performance.
- To communicate the results of the examinations promptly and clearly.⁶

3.2 Fundamental Considerations

3.2.1 Reliability

“Reliability in testing means consistency: a test with a reliable scores produces the same or similar result on repeated use.”⁷ And to achieve that, various precautions are taken to minimise the likely sources of error (including, but not limited to, exam day, test taker, marker, grader, test version, etc.) in assessment processes. These include the following:

- standardisation trainings for graders
- a control procedure for test construction
- a control procedure for test administration
- discrepancy checks for subjective grading (i.e. writing and speaking examinations), and additional grading steps when required.

3.2.2 Validity

“A test is valid if it measures what we intend it to measure.”⁸ To achieve this the test must contain:

⁶ Minimum Standards for Establishing Quality Profiles in Examinations' by Association of Language Testers of Europe (ALTE)

⁷ *Manual for Language Test Development and Examination*. Council of Europe

⁸ Ibid.

- validity evidence which relates to language use for various communicative purposes in tests are sought via routine cross-unit meetings to make sure test is aligned to the syllabus.

3.3 Test Construction

All of the tests administered by the School of Foreign Languages are constructed by the Assessment and Evaluation Unit, evaluated by Planning and Material Development unit for curriculum alignment, and reviewed by the Vice Directors' Office for overall quality.

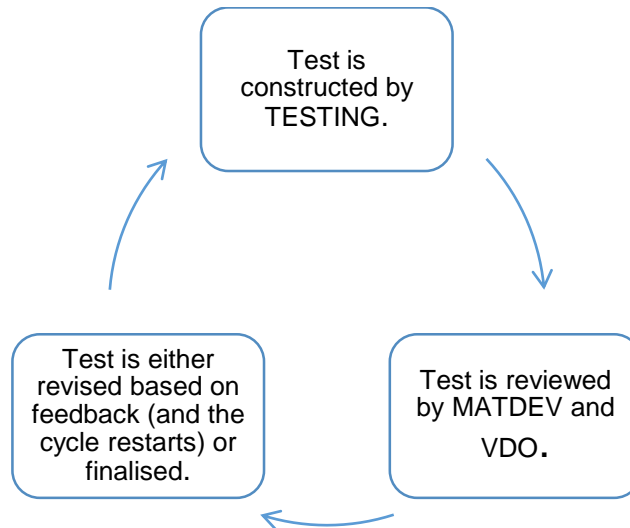
The testing process at the School of Foreign Languages works as follows:



Testing Process

3.4 Test Review

The test review cycle at the School of Foreign Languages operates as follows:



Test Review Cycle

OK	<ul style="list-style-type: none"> • Matches with the syllabus completely • Little to no issue with question types and/or weighting of items
Minor revision (MR)	<ul style="list-style-type: none"> • May match with the syllabus after revised as suggested in the feedback (or in a similar manner) • Minor problems with question types and/or weighting of items
Extensive revision (ER)	<ul style="list-style-type: none"> • Requires re-thinking of items while keeping the issues raised in feedback on mind • Major problems with question types and/weighting of items
Rewrite (RWR)	<ul style="list-style-type: none"> • Requires planning/developing of the examination paper as a whole from scratch while keeping the issues raised in feedback on mind

Exam Review Scale used for feedback

3.5 Types of Tests

There are various tests constructed, administered, evaluated, and announced by the School of Foreign Languages for various purposes. These include:

Type	Details	Candidates
Proficiency Exam (YET)	<ul style="list-style-type: none"> B2 required to pass Pass/fail (70/100) Components may include reading, writing, listening, speaking, and use of English Held on dates specified in the academic calendar 	<p>Students who have just enrolled in a programme/department whose medium of instruction is English.</p> <p>If successful, student is exempted from EPP.</p>
Progress Test (PT)	<ul style="list-style-type: none"> One test per course: Main Course, Reading, Writing, Listening, Speaking 100 marks Held once at the end of each Track as specified in the academic calendar 	English Preparatory Programme students
Quiz (Q)	<ul style="list-style-type: none"> Minimum one test per course: Main Course, Reading, Writing, Listening, Speaking project, presentation, pair work, group work, etc. 100 marks Held during each Track 	
General Evaluation Test (GET)	<ul style="list-style-type: none"> 100 marks Held once in an academic year as specified in the academic calendar 	
Erasmus+ Proficiency Exam	<ul style="list-style-type: none"> B2 required to pass Pass/fail (70/100) Components include may Reading, Writing, Listening, Speaking, and Use of English Held on dates as requested by Erasmus Office 	<p>Sophomore, junior, or senior students studying in a programme/department whose medium of instruction is English.</p> <p>If successful, student is considered Proficient (B2) in English.</p>

3.6 Test Administration and Invigilation

For all examinations administered in the School of Foreign Languages, the logistics, (i.e. allocation of classrooms, providing required physical facilities such as video cameras, speakers) and the assigning of invigilators are arranged by the Vice Directors' Office, under the supervision of the Director.

The test administration procedure is as follows:

Before the exam	<ol style="list-style-type: none">1. The exam date and time for each course (within the period stated in the academic calendar), as well classrooms are arranged and announced in a timely manner.2. Sufficient number of invigilators for administering the exams securely and safely are assigned, and duties are announced to the teachers.
On Exam day	<ol style="list-style-type: none">3. Exam envelopes which contain examination papers are picked up from TESTING by invigilators prior to the exam.4. Invigilators arrive at the assigned classroom before the exam time to make sure conditions in the classroom are acceptable for the exam.5. Invigilators inform students on the exam procedure (i.e. rules and regulations, start and finish time of the exam, etc.)6. Students are asked to produce their ID cards and sign the register.7. Examination papers are handed out to students, exam starts.8. When the allocated time ends, examination papers are collected, counted and placed back into the envelope.9. An Exam Invigilation Report Form is filled out by the invigilator and placed in the envelope. (In case of an irregular activity, a copy of report is submitted to the VDO by the invigilator.)10. Exam Day Checklist is signed by the invigilator.11. Exam Day Checklist is controlled and signed by Vice Principal.12. Exam envelopes are submitted to TESTING as soon as the exam ends.

3.7 Marking and Grading

Depending on the type of test, an exam paper might require, clerical marking, machine marking, grading or any combination of those. The process of marking and grading are coordinated by VDO and TESTING.

A distinction is made between marking and grading. To carry out marking, be it clerical or mechanical, an unambiguous answer key is sufficient, whereas for grading of subjective assessment items, such as writing or speaking, a scale or a checklist, as well as standardisation training is required.

Clerical Marking	<ul style="list-style-type: none"> ▪ A comprehensive and clear answer key is provided ▪ Carried out by teachers
Machine Marking	<ul style="list-style-type: none"> ▪ A comprehensive and clear answer key is provided ▪ Carried out by TESTING
Grading	<ul style="list-style-type: none"> ▪ A scale (or a checklist) is provided ▪ A standardisation training for a shared understanding of scale is provided ▪ Carried out by teachers ▪ Each paper is graded twice, results are compared by TESTING ▪ In case of discrepancy, a consensus is sought by two graders

3.7.1 Standardisation and Discrepancy in Grading

To provide consistent results, subjective assessment items such as writing and speaking are graded by two graders separately, each of which is called a ‘check’. Once scores for first and second checks are submitted, they are compared by TESTING. If a discrepancy over 20% occurs, both graders are invited to seek consensus on a final score, which serves as the final grade of the examination paper.

To minimise discrepancy, routine standardisation training sessions are held by TESTING, details of which can be found in the Standardisation Document.⁹

⁹ Standardisation Manual on the Assessment of Speaking and Writing Examinations

3.7.2 Fairness in Grading

In order to minimise bias when marking or grading tests, markers or graders are assigned to work on groups whom they do not teach that specific course, within the possible limits. For example, an instructor who teaches Main Course to Group A cannot be assigned for marking of Main Course examination papers of Group A.

3.7.3 Safety and Security in Grading

In order not to jeopardize the safety and security of exam documents, the exam papers are only marked and graded within the School's premises –and are not to be taken out of the school under no circumstances. Additionally, whenever possible, TESTING organises grading sessions in which graders grade papers in groups under the monitoring and guidance of a TESTING member.

3.8 Announcing and Reporting

3.8.1 Announcing

All of the examinations administered by the School of Foreign Languages follow a standard procedure of announcing.

Results of exams are announced electronically on the university's learning management system OBS¹⁰.

Exam results, if required, may also be announced on the SFOL website which is located at ydyo.gelisim.edu.tr, or on the notice boards at Block F (where the School of Foreign Language is located.)

¹⁰ <http://obs.gelisim.edu.tr>

3.8.2 Reporting

The School of Foreign Languages reports achievement on a scale of 100. For ease of communication, the scale is subcategorised into five bands: Expert, Proficient, Apprentice, Limited, and Intermittent.

Learners should at least be reported as 'Proficient' to be considered successful.

	Band	Score
PASS	Expert	85-100
	Proficient	70-84
FAIL	Apprentice	50-69
	Limited	40-49
	Intermittent	0-39

The reporting of student performance is used for quality assurance internally and bands are not announced to students.

Band descriptions are provided to give an indication of the standards of achievement likely to have been shown by learners awarded particular grades. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

The following band descriptions indicate the level of attainment characteristic of the median of the given grade band.

Expert	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate words. Misunderstandings may occur in unfamiliar situations. Generally handles complex detailed argumentation well.
Proficient	Has generally effective command of the language despite some inaccuracies, inappropriate words and misunderstandings. Can use and understand fairly complex language particularly in familiar situations.
Apprentice	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
Limited	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
Intermittent	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

4. Staff Policy

4.1 Recruitment of Teaching Staff

The recruitment of teaching staff to be employed at the School of Foreign Languages are regulated by the related laws Republic of Turkey, as well as regulations of Council of Higher Education¹¹ and the regulations of Istanbul Gelisim University.¹²

There are two types of teaching positions available at the School of Foreign Languages. Although the job definition is the same for both types, the requirements for eligibility differ.

Tenure Instructor Full-time	<ul style="list-style-type: none">▪ has a bachelor's and a master's degree in a language-related field (TESOL/ELT, English/American/British Literature, Translation Studies, Linguistics, etc.)▪ has a language score of 85 or above from YDS or equivalent¹³▪ has a score of 70 or above from ALES¹⁴
Contractor Instructor Part-time	<ul style="list-style-type: none">▪ has a bachelor's degree in a language-related field (TESOL/ELT, English/American/British Literature, Translation Studies, Linguistics, etc.)▪ has a language score of 85 or above from YDS or equivalent¹⁵▪ preferably holds a teaching certificate

Based on available data from reports, and formal and informal meetings held with various units of SFOL and the University, the Director's Office decides the number of needed positions for teaching staff at the beginning, and if necessary, along the academic year and reports to the Rectorate.

¹¹ <https://www.yok.gov.tr/kurumsal/mevzuat>

¹² <https://gelisim.edu.tr/tr/yonetmelikler>

¹³ For equivalencies see: < <https://denklik.yok.gov.tr/Documents/EsdegerlikTablosu.pdf> >

¹⁴ Academic Personnel and Postgraduate Education Entrance Exam

¹⁵ For equivalencies see: < <https://denklik.yok.gov.tr/Documents/EsdegerlikTablosu.pdf> >

4.1.1 Additional Considerations

If the degree is obtained from a university abroad, the diploma must be first processed and approved by the Council of Higher Education’s related equivalency department in order to be eligible.

Applicants who do not hold a Turkish citizenship and are non-native speakers of English language must also hold an internationally recognized teaching certificate (such as CELTA, or CertTESOL) to be eligible.

4.1.2 Tenure (Full-time) Instructor

Once the recruitment request is approved by the Rectorate, and then Council of Higher Education, the positions are published on the relevant section of the University’s webpage. Job requirements, application deadline, announcement date of shortlist, recruitment test date and results of the exam schedule are specified in the announcement.

The breakdown components used in evaluating for the shortlist and the final selection is as follows:

Shortlist	<ul style="list-style-type: none">▪ 40% of ALES score▪ 60% of YDS score
Selection	<ul style="list-style-type: none">▪ 30% of ALES score▪ 30% of YDS Score▪ 10% of Bachelor’s Degree GPA▪ 30% of Recruitment Test Score

Selected candidates are announced on the webpage and reported to the Rectorate for the initiation of further processes of recruitment.

4.1.3 Contractor (Part-time) Instructor

If required, the Director may choose to recruit contractor instructors to be employed at the School of Foreign Languages. There is no deadline for applications for such a position.

The standard procedure for a contractor teaching position is:

1. Candidate submits the Instructor Application Form which is available on SFOL website.
2. VDO reviews the application see if candidate meets the minimum criteria.
3. Candidate is assigned with a task, and invited for a Recruitment Test and interview.
4. Candidate takes the Recruitment Test, submits the assignment, and attends the interview.
5. Candidate is evaluated.
6. If successful, Rectorate is informed on the matter for the initiation of further processes of recruitment.

The breakdown components used in evaluating for contractor teacher recruitment is as follows:

Criteria	Weighting
Subject matter knowledge Evidence in recruitment test	50%
Knowledge and skills in teaching Evidence in assigned task	35%
Interpersonal skills Evidence in interview, application form	5%
Communication Evidence in interview, application form	5%
Leadership and collegiality Evidence in interview, application form	5%

In addition to the minimum criteria stated above, in the recruitment of contractor instructors, a teaching certificate with a practical component, obtained from a recognized institution (such as TEFL certification from an accredited university, CertTESOL, CELTA, DipTESOL, DELTA,

etc.), and prior teaching experience in an institute of higher education and/or with adults are preferred.

4.2 Recruitment of Administrative Staff

Based on available data from reports, and formal and informal meetings held with various units of SFOL and the University, the Director's Office decides the number of needed positions for administrative staff and informs the Rectorate. The rest of the process is then operated by the Human Resources department of the University.

4.3 Continuous Professional Development

4.3.1 Professional Development

Professional Development Unit is responsible for detecting and reporting the needed or requested trainings for the academic staff as well as informing instructors on various professional development opportunities. To achieve this goal PRODEV may:

- confer meetings with VDO and Head of Department
- conduct surveys
- organise (or outsource) in-service trainings
- collect feedback

All in-service training for the administrative staff are provided by the respective unit(s) of the University.

4.3.2 Academic Activities

Teaching staff at the School of Foreign Languages are encouraged to pursue further academic studies and/or conducting language-related research activities. To facilitate such processes Academic Activities Unit may:

- confer meetings with the teaching staff
- conduct surveys
- organise academic events
- support teachers in the design, implementation or publication processes of research
- inform teachers on conferences, seminars, etc.

To further facilitate the academic studies of the instructors, on their request, their weekly schedules may be altered or reorganised, if possible. To request such a review an instructor must simply submit a signed document of their schedule and/or a signed letter from their academic advisor to the VDO.

5. Complaints and Appeals Policy

The School of Foreign Languages is committed to providing a quality learning and teaching atmosphere in an open and accountable way that builds trust and mutual respect amongst all stakeholders. At the School of Foreign Languages, there are multiple channels built (both formal and informal) to solve any issue that may arise as a result or in the process of any operation.

5.1 Complaints

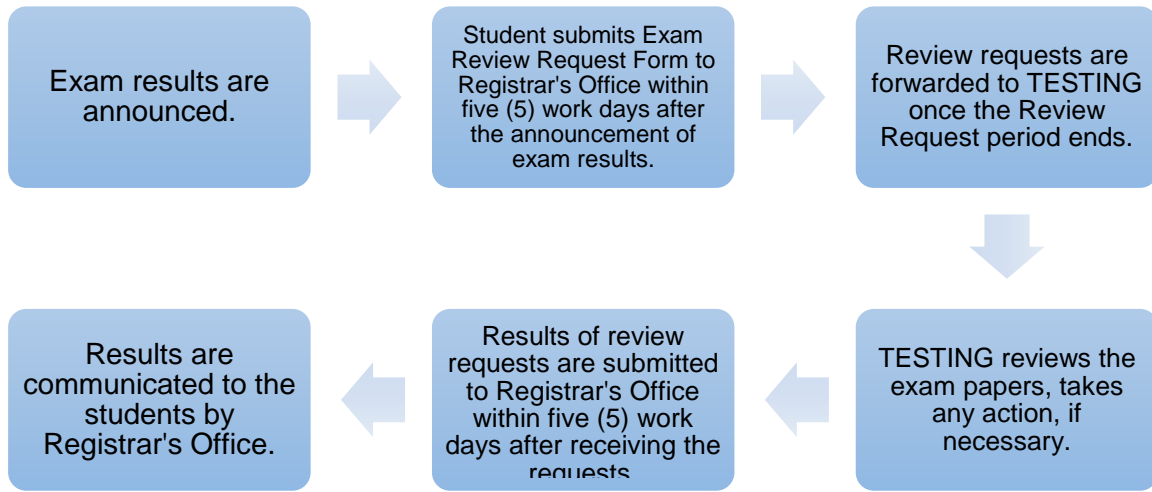
Both formal and informal complaints are taken into account without any delay. Such complaints may be received from learners, or teaching and administrative staff.

Type	Medium	Method of Resolve
Informal	<ul style="list-style-type: none"> ▪ conversation via established communication channels (wishbox, email, etc.) ▪ via class representative ▪ via teachers ▪ via unit coordinators ▪ via head of department ▪ in person ▪ in meetings 	<ul style="list-style-type: none"> ▪ Vice Directors' Office investigates and, if required, delegates the issue to the related unit, or individual. ▪ Mediation and conferring with related parties and taking any action to prevent further occurrence of such an issue.
Formal	<ul style="list-style-type: none"> ▪ written complaint submitted to Registrar's Office (if student) ▪ written complaint submitted to Executive Secretary (if staff) 	<ul style="list-style-type: none"> ▪ Investigated by Director ▪ A formal investigation report is written after reviewing material evidence and opinions of witnesses (if any). ▪ Director decides if further action is necessary.

		<ul style="list-style-type: none"> Subject to the disciplinary regulations of the University.¹⁶
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5.2 Appeals

If a student is dissatisfied with the evaluation process and/or the test result of any examination, they may choose to make an appeal following a formal procedure. The procedure is as follows:



5.2.1 Retention Policy

All test papers, and any documentation regarding assignments, projects, which were used in assessment and evaluation of students, are archived, and kept securely for two years starting from the last date they were processed.¹⁷

Such documents are kept in the SFOL campus (block F) archive during the academic year and then transferred to the main archive of the University before the calendar date of the next academic year.

¹⁶ <https://hukuk.gelisim.edu.tr/sayfa/yuksekoğretim-kurumlari-ogrenci-disiplin-yonetmeligi>

¹⁷ Taken from İGU Önlisans ve Lisans Eğitim-öğretim ve Sınav Yönetmeliği. https://resim.gelisim.edu.tr/YONETMELIK_YONERGE/onlisansvelisanssegitim-ogretimvesinavyonetmeligi_27_01_2020.pdf

5.3 Disciplinary Action

In case of an act which requires a disciplinary action by a student (such as an attempt at cheating in exams), the related regulations of the Council of Higher Education applies.¹⁸

Since EPP is a pre-sessional programme, all students at the School of Foreign Languages are enrolled in their respective departments/programmes, and study at SFOL for an academic year.

The Director commences the investigation process upon being informed on the act, by informing the related body of the unit (faculty, department, etc.). The rest of the process is operated by the related body as described in the regulations of Council of Higher Education.

¹⁸ <https://hukuk.gelisim.edu.tr/sayfa/yuksekogretim-kurumlari-ogrenci-disiplin-yonetmeligi>

6. Distance Learning Policy

All distance learning practices at the School of Foreign Languages adheres to the qualities, standards and procedures as outlined in the Quality Manual document. Any additional requirement that may arise is described in the following chapters of this document.

Distance Learning at SFOL is an extension of school policies and practices in a context which, does not require students' physical presence at school premises with the aid of information and communications technologies (ICT) appropriately.

6.1 Types of Distance Learning

There are two main types of distance learning practices at the School of Foreign Languages.

6.1.1 Online Learning

This type of learning includes the use of ICT tools in a pre-planned and anticipated manner as organised by the Director in advance to support or complement on-site learning activities.

Various uses of this type of online learning may include **makeup classes** for students who enrolled later than the designated registration dates, transfer students, etc., as well as **supplementary classes** for weaker learners, or **self-study practice materials** for general use, or any combination of the three.

6.1.2 Emergency Remote Teaching

Emergency remote teaching (ERT) is a temporary shift of practices such as instruction, assessment etc. to an alternate delivery mode due to **crisis circumstances**. It includes the use of fully remote teaching solutions for education that would otherwise be delivered face-to-face. The primary objective in such a case is to provide temporary access to education in a manner that is quick to set up and reliably available during an emergency or crisis.

To facilitate swifter transition, the administration may establish task forces amongst the staff.

6.2 Distance Learning Policy

Any distance learning practice at the School of Foreign Languages follow these basic principles for instructional design, delivery, and administration, and assessment.¹⁹

6.2.1 Access

Accessing course content, including assessments, should require little to no external linking, downloading, or specific software suites.

- Courses are hosted on a mobile-responsive, accessible learning management system (LMS)
- Distance learning requires technology, and this technology should match and not exceed the baseline availability and accessibility for most SFL students. The use of certain technological tools or devices to access course resources or materials or to complete assignments should be avoided.

6.2.2 Format

Course content and instructional design should reflect generally-held principles of Universal Design (UD); design should be simple and intuitive, user-friendly, allow customization whenever available and provide accessibility alternatives.

- Sans-serif (letters without embellishment) is the preferred font for online reading. Without embellishment, letters are easier to read and distinguish on a computer monitor, smartphone, or tablet.
- Courses should be optimized to render in a variety of internet browsers and formats.

¹⁹ Adapted from Bureau of Educational and Cultural Affairs, US Department of State American English E-Teacher Programme.

6.2.3 Instruction and Implementation

The course learning environment should be collaborative and engaging, incorporating a student-centred approach to technology.

- Asynchronous course activities are required in lieu of synchronous activities, due to the global nature of distance learning.
- Courses should be designed to be engaging, as well as informative to support retention.
- Learners should be supported in group and independent work and encouraged to think creatively.

6.2.4 Assessment

Assessment in distance learning courses provides a way to measure knowledge gain, and brings to light issues and challenges for both individual students and the class as a whole. Traditional methods of assessment must be altered in an online environment.

- Assessment should be ongoing and inform the pace of the course, adjustments to instruction and instructional materials, and the curriculum as a whole.
- Assignment and assessment response types are accessible and avoid repetition.

For that purpose, all and any of the assessment approaches given below should be implemented:

1. **Diagnostic assessment:** Prior knowledge of and experience with course topic is measured at the beginning of the course.
2. **Formative assessment:** Participants are continuously assessed, both formally and informally, through monitoring of course activities, observation of peer-to-peer interaction, and evaluation of assignments.
3. **Summative assessment:** Summative Assessment occurs at the end of the course and provides an opportunity for participants to demonstrate the knowledge they have gained since the beginning of the course.

6.3 Infrastructure

Infrastructure required for distance learning is provided by the University and it includes **IT infrastructure** (hardware, software, and network resources) and **accessible resources** (remote-access library).

6.3.1 Hardware, Accounts, Institutional Online Systems

The IT department of the University provides a laptop computer to each instructor which has a built-in camera and a microphone, in addition to an institutional email address, and an account to access all electronic management systems such as:

- Personnel Management System (PERSIS)
- Student Information System (OBIS)
- Registry Management System (GELSIS)
- Electronic Document Management System (EBYS)
- Institutional Email Account

Additionally, the School of Foreign Languages provides access to the shared cloud drives (Google Drive), as well as collaboration and communication tools to staff via the institutional email account provided by IT Department.

There is also high-speed, high-bandwidth internet connection available at SFOL premises, and a university wide local area network, which are maintained by the IT department of the University.

All computers provided by the university include Microsoft Office suite (word processor, spreadsheets, presentation designer, etc.) to enable content creation.

6.3.2 Learning Management Systems

The School of Foreign Languages uses ALMS, as well as Google Suite as its main choice of main Learning Management System, in addition to the systems described above. These include:

ALMS	http://lms.gelisim.edu.tr
G-suite for Education	https://meet.google.com/

These platforms are chosen as the University-provided email account is fully integrated with Google Suite and ALMS, all students are provided with an individual email account upon enrolment, and it meets SFOL's capacity needs and requirements, as well as ease of use and being platform-agnostic (availability across multiple platforms).

6.3.3 Additional and Supplementary Platforms

Any additional tools (software, platform, website, etc.), which may be chosen by the SFOL management can be integrated into the distance learning practices after an inspection for quality.

The School of Foreign Languages has also the option of using ALMS infrastructure and its integrated learning platforms, which are used by the Distance Learning Unit of the University, if need rises.

IGU Distance Learning Unit	https://iguzeb.gelisim.edu.tr/
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6.3.4 Partnerships

In addition to the learning management systems, the School of Foreign Languages may have educational partners who provide content for any part of the educational practices.

Currently, the School of Foreign Languages has partnered up with Unlimited Educational Services, which also is the provider for the textbooks used in on-site education at SFL.

MacMillan Education Everywhere	https://www.macmillaneducationeverywhere.com/
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On MacMillan Education Everywhere, all students are provided with an individual account that is linked to their student numbers. On the platform, they are assigned with tests and/or activities to their accounts. When required, the results of these tests are collected and reported.

This process is managed by the E-Learning Unit.

6.4 Learning and Teaching

This section details the main elements of learning and teaching practices in relation to distance learning at the School of Foreign Languages.

The design of any educational programme at SFOL should be based on the policies as described in the Quality Manual, the Syllabus Documents, and this document, and it should be defined within the parameters given below:

6.4.1 Design options for distance learning

Design options for distance learning practices at SFOL is given below.²⁰ Depending on the number of learners, available resources and other factors of the circumstance, any blend of these can be implemented.

Modality	<ul style="list-style-type: none"> ▪ fully online ▪ blended ▪ web-enabled face-to-face
Pacing:	<ul style="list-style-type: none"> ▪ self-paced (open entry, open exit) ▪ class-paced ▪ class-paced with some self-paced
Student-instructor Ratio:	<ul style="list-style-type: none"> ▪ <25 to 1 ▪ 26-99 to 1 ▪ 100-999 to 1
Pedagogy:	<ul style="list-style-type: none"> ▪ expository ▪ practice ▪ collaborative

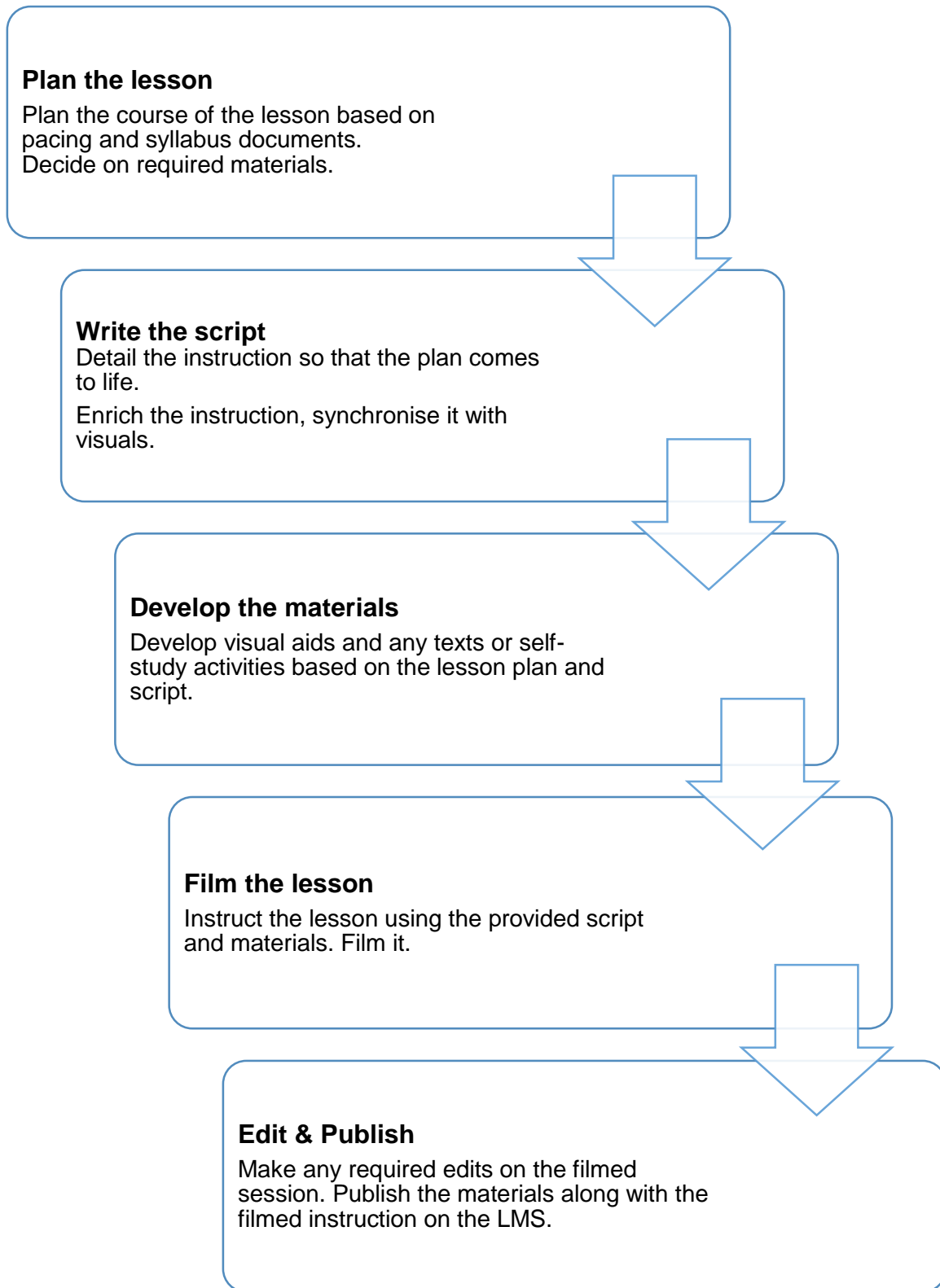
²⁰ Adapted from Barbara Means, Marianne Bakia, and Robert Murphy, *Learning Online: What Research Tells Us about Whether, When and How*

	<ul style="list-style-type: none"> ▪ practice
instructor role online:	<ul style="list-style-type: none"> ▪ active instruction online ▪ small practice online ▪ none
student role online:	<ul style="list-style-type: none"> ▪ listen or read ▪ complete problems or answer questions ▪ explore simulation and resources ▪ collaborate with peers
Online Communication Synchrony:	<ul style="list-style-type: none"> ▪ asynchronous only ▪ synchronous only ▪ some blend of both
Source of feedback:	<ul style="list-style-type: none"> ▪ automated ▪ teacher ▪ peers
Role of Online Assessments:	<ul style="list-style-type: none"> ▪ determine if student is ready for new content ▪ tell system how to support the student (adaptive instruction) ▪ provide student or teacher with information about learning state ▪ input to grade ▪ identify students at risk of failure

6.4.2 Instruction

In terms of instruction, it would be suitable to use synchronous lessons via the designated platforms, but with any group greater than the number 25 (as defined in the SFL Regulations), it is advised to shift to asynchronous method of instruction to provide a standardised quality throughout all groups of learners.

It's best to have a healthy balance of synchronous lessons in addition to the planned asynchronous lessons to allow freer, and greater interaction.



A flowchart of development for an asynchronous lesson

6.4.3 Materials

As the nature of off-site learning differs substantially from on-site learning, traditional materials used in language teaching require adaptation into digital contexts.

Based on the learning outcomes, contents, and any other requirements described in the syllabus documents, already existing materials in the traditional forms can be adapted to audio-visual format for instruction, including, but not limited to, videos, audios, automated (self-study) forms, digital documents, presentations, etc., or new materials can be developed for that specific lesson, course, or programme.

Unless the nature of the lesson requires, it would be best practice to include a variety of types of materials to the course.

6.4.4 Assessment

Chosen forms of assessment should be suitable to the nature of the distance learning practices, while being in line with the assessment policy of SFL as described in the Quality Manual.

These forms of assessment may include, but not limited to:

- individual works developed individually
- assessment based on contributions for group discussions
- tests (automatically handled by computer program)
- term papers (analysed by teachers)
- oral or written tests conducted in the presence of the instructor (sometimes through video conference) or with a remote assistant

The policy **for appeals to test results** administered via distance learning is as described in Quality Manual document and students have a right to file an appeal via appointed methods of communication.

For any exam that require **double marking** (such as Writing, Speaking), the procedure that is described in the Standardisation Document is put into practice, which requires at least two graders for each exam paper.

6.5 Security and Privacy

To maintain a secure environment, **learners** can log in to the designated Learning Management Systems via only their **institutional email accounts** as assigned to them by the IT Department of the University (informed to them on enrolment and/or via their registered mobile phones)

- for attending synchronous lessons
- studying asynchronous materials
- taking tests
- submitting assignments
- receiving feedback

Instructors can log in to the designated Learning Management Systems via only their **institutional email accounts** to

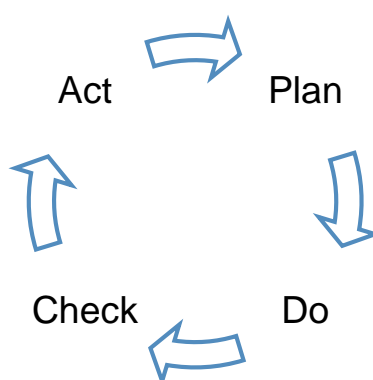
- instruct
- give feedback
- assign homework/project
- assign tests
- share course material
- grade
- announce results

7. Quality Policy

The Quality Assurance Unit is responsible for designing, implementing, reviewing and revising of all quality assurance procedures at the School of Foreign Languages.

7.1 Quality Improvement Cycle

SFOL is subject to quality policies, protocols and procedures of University's Quality Coordinatorship.²¹ As a part of this, the following quality improvement cycle also known as Deming Cycle is practised in various levels and at different intervals.



As an extension of this principle, various cycles are practised at different intervals, to observe, collect data and feedback. They are as follows:

Type	Interval	Details
Class report	weekly	Submitted by teachers to COORD
Course report	weekly	Submitted by Course Coordinators to EPP Coordinator
Programme report	weekly	Submitted by EPP Coordinator to VPO
Activity report	monthly	Submitted by Unit Coordinators and Executive Secretary to VPO
Track report	bi-monthly	Submitted to Director by VPO
Annual report	annually	Submitted to Director by VPO

²¹ <https://kalite.gelisim.edu.tr/>

In addition to the communication channels stated above, there are additional methods of data collection and review which contribute to the quality assurance process. These include:

Method	Interval	Details
Academic Performance Report	bi-monthly	<ul style="list-style-type: none"> submitted to VPO by TESTING details learner performance as described in reporting (3D)
Academic Practices Survey	annually	<ul style="list-style-type: none"> collected from teachers by a survey provides feedback on instruction, materials, syllabus, assessment etc.
Teacher Performance Evaluation Report	annually	<ul style="list-style-type: none"> includes in-class observation, learner-assessment, self-assessment, VPO evaluation submitted to Principal by VPO
Class Representatives' Meeting	monthly	<ul style="list-style-type: none"> elected class representatives provide feedback to VPO
IT & Maintenance Checks	weekly	<ul style="list-style-type: none"> submitted to Executive Secretary by related administrative staff
Student satisfaction survey	annually	<ul style="list-style-type: none"> run by University's Quality Coordinatorship

Intra-unit, cross-unit, and various other types of meetings are held as need arises, all of which are documented, and stored in units' respective archives –both as digital and physical copies.

7.1.1 Documentation

At the School of Foreign Languages, all units have two standard folders for documentation purposes. These are:

Reports	contains copies of all reports written and submitted by the unit
Meeting Minutes	contains signed copies of meeting minutes of all meetings initiated by the unit with decisions made in said meeting.

The folders are located at their respective unit offices and if need arises, additional folders may be created.

7.2 Quality Improvement in Curriculum

Planning and Material Development Unit is mainly responsible for monitoring, collecting feedback, revising and reviewing the teaching process to make necessary adjustments to syllabus, pacing documents, choice of materials, as well as developing and/or curating materials from various sources.

To achieve this, MATDEV

- monitors weekly Class Reports
- briefs Coordinators' Office before each Track regarding the syllabus, method of instruction, and pacing
- reports to VDO monthly via Activity Report
- collects feedback from teachers and course coordinators
- holds cross-unit meetings

7.3 Quality Improvement in Assessment

Assessment and Evaluation Unit is mainly responsible for monitoring, revising and reviewing the assessment and evaluation processes to make necessary adjustments to testing process (test construction, administration, marking, and reporting) as well as collecting feedback on these topics.

To achieve this, TESTING

- implements intra-unit checks for item writing and test construction
- holds review meetings with MATDEV and VDO to audit validity
- briefs and trains teachers on test administering, marking, etc.

- oversees test administration
- provides guidance on marking and grading
- checks subjective grading scores (writing, speaking) for discrepancy
- informs Course Coordinators on the scheme of assessment
- reports to VDO monthly via Activity Report
- reports learner performance after each Track, GET and Proficiency Exams

7.4 Quality Improvement in Staff

Vice Directors' Office and Head of Department are mainly responsible for observing, evaluating and improving overall teacher performance.

There are various procedures in operation to ensure teacher performance at the School of Foreign Languages is aligned with the School's vision statement. The two main procedures are:

7.4.1 Teacher Induction Programme

For all newly-recruited instructors, PRODEV is responsible for operating the Teacher Induction Programme which includes (but not limited to):

- a general orientation on school policies, duties, responsibilities of instructors
- a brief by Planning and Material Development regarding curriculum
- a brief by Coordinators' Office on the instruction of courses
- trainings by Assessment and Evaluation Unit on administering tests, standardisation, grading
- in-class observations
- a mentor who has been working at SFOL for at least two years for each newly-recruited teacher.

7.4.2 Instructor Performance Evaluation

For all academic staff employed at the School of Foreign Languages, a performance evaluation process is initiated by the Director. The Director, may, however, delegate the responsibility to a Vice Directors' Office, when applicable.

INSPE is a year-long process which includes in-class observations, self-evaluation, learner feedback, and commentary by supervisors.

1. Instructors are informed on the dates and times of in-class observations in a timely manner and they are observed by Vice Directors on at least two separate occasion – on Fall and Spring terms. Feedback is provided after each observation.
2. Instructors are asked to self-assess their teaching skills via surveys. The survey is conducted online, securely, which requires a corporate e-mail account to sign-in and submit.
3. Also, learner feedback is collected from randomly selected sufficient number of individuals from different groups to which the teacher is instructing a course via a questionnaire.
4. Finally, Vice Directors confer with Head of Department, as well as Head of Programme, and the Director on each teacher's performance.
5. Once the INSPE process is completed, a report with a summative assessment score for each teacher is submitted to the Director.

Below are the criteria and their descriptors used in the assessment of teachers:

Criterion	Descriptor	Weighting
Learner development and well-being (evidence in student questionnaire)	The instructor uses resources, routines and procedures to provide a respectful, positive, safe, learner-centred environment that is supportive of all learners and conducive to learning.	25%
Learner achievement and progress (evidence in class observations)	The instructor plans and supports learning using the school's curriculum, effective strategies, resources and data. They engage learners effectively, measuring their progress and meeting individual learner needs.	25%
Teacher professional development and improvement (evidence in self-evaluation, certification)	The instructor is a committed professional who communicates effectively. They take responsibility for and participate in professional growth that results in enhanced student learning.	25%
Employee responsibilities (evidence in Director, Vice Director, Head of	The instructor performs duties and responsibilities in a professional manner, uses appropriate channels of communication for various matters effectively while supporting school regulations and policies.	25%

Department, and EPP Head comments)		
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Each criterion is assessed individually, which in turn gives the final score for an instructor. And below you will find the scale used to grade:

Exceptional	3	Instructor shows extraordinary performance in terms of practice and knowledge in every aspect
Above standard	2	Instructor exceeds school and/or professional standards in terms of practice and knowledge in most aspects.
Standard	1	Instructor provides the required operational performance.
Substandard	0	Instructor performance is below the operational standards.

7.5 Quality Improvement in Complaints and Appeals

The Director, Vice Directors' Office, and Quality Assurance Unit are responsible for investigating, improving, and reporting on all complaint and appeal procedures.

7.5.1 Complaints

To minimise the number of occurrences that cause formal and informal complaints, VDO is particularly attentive to feedback received through various quality improvement cycles. In addition to the weekly programme reports submitted to VDO, as well as monthly meetings with unit members and learner representatives, "wishboxes" located around the school allow feedback collection, which is included in the monthly report by the Extracurricular Activities Unit.

Additionally, the School of Foreign Languages implements an "open door" policy throughout all levels (from academic advisor, to unit coordinator, to head of department, VDO and the Director) which facilitates more efficient communication and quicker resolves.

Preventive measures are taken to standardize each operational process at the School of Foreign Languages. Forms for all purposes are created, updated and revised to facilitate effective and evidence-based communication. Documents such as Quality Manual, Staff

Handbook, or Learner Handbook are continuously updated to streamline all processes in an efficient manner.

Copies of standardised forms for complaints for staff and learners are available both in digital and physical formats for ease of access.

7.5.2 Appeals

The Exam Review Request Form serves as the main line of communication to file an appeal. Physical copies of the form which should be submitted to the Registrar's Office are always available at a designated desk where students can access, and fill in the form for submission.

To ensure proper results and to guarantee a safer appeals processes in all tests, all test papers are contained separately and securely in the archive room. In addition, all items which require oral performance are recorded during the exam sessions and securely contained in the archive in digital formats.

7.6 Annual Review

7.6.1 Annual Report

At the end of each academic year, The Annual Report is penned by the VDO and Head of Department and submitted to the Director. This report includes:

- brief information on all learning/teaching practices at the School of Foreign Languages conducted during the academic year
- statistics on the number of academic staff, learners, guided learning hours instructed
- a summary of operations carried out by all units as well as the Secretariat
- data collected regarding learner performance, feedback from learners and staff
- general remarks, strong and weak points as well as recommendations for improvement

The other improvement cycles carried out through the year (track reports, unit activity reports, surveys on academic practices, learner representatives' meeting minutes, teacher performance evaluation report, IT & Maintenance checklists, etc.) as well as formal and informal meetings held with staff, form the basis of this report.

In addition to the Annual Report, if desired, The Director may request additional reports from any unit to further facilitate improvement.

8. Appendices

This Quality Manual refers to various other documents (forms, guides, templates, etc.) created and in use for the implementation of the school policies. They complement the quality cycles described in this document.

They are digitally accessible for related staff for ease of use.

8.1 Forms

Below you will find the forms and documents used at the School of Foreign Languages.

These include:

- Instructor Application Form
- Candidate Evaluation Form
- Meeting Minutes Form
- Invigilation Report Form
- Exam Day Checklist
- Test Construction Checklist
- Test Review Form
- Exam Review Request Form
- E-Learning Support Form
- Hourly leave request form
- Form for scheduling makeup classes
- Learner Complaint Form
- Extracurricular Activity Proposal Form
- IT Routine Control Checklist

8.2 Supplementary Documentation

Additional documentation may be composed by any unit of the School of Foreign Languages under the supervision of the Quality Assurance Unit. Some examples of additional documentation are:

- Syllabus Document
- Pacing documents for all courses taught
- Teacher Performance Evaluation Manual
- Standardisation Manual on the Assessment of Speaking and Writing Examinations

- Report templates (class report, course report, track report, etc.)
- Petition templates