

2014-2015

ANADOLU UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

QUALITY MANUAL 2014 – 2015



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I. Mission, Vision Aims and Expectations

Our Mission

The mission of Anadolu University School of Foreign Languages (AUSFL) is to provide our students with the necessary skills and strategies that will help them to cope with their departmental studies conducted in English, German and French. AUSFL also aims to provide academic English courses at different levels for students through their university education and various other foreign elective courses such as Chinese, Spanish, Italian and Russian.

Our Vision

The vision of the School of Foreign Languages is to facilitate Anadolu University students' language learning processes by equipping them with the necessary skills they will use throughout their lives.

Our Aims

- Providing foreign language education through the latest approaches and contemporary technological developments.
- Helping students gain essential language skills and strategies to be able to cope with their departmental studies.
- Enabling learners to use all the language skills they have gained in real life.
- Raising awareness concerning different cultures and broadening our learners' vision.
- Creating an effective learning environment in the school.

Our Expectations

We believe that accomplishing our aims is not possible unless each member of the school is highly motivated to achieve a common aim of improving the quality of learning for all of our students. The key factors in the realization of our mission are internalizing the school's mission and vision with a positive attitude and a high level of dedication, adopting a constructive attitude towards students and colleagues, and helping to promote team spirit. Believing that school improvement and individual improvement are inextricable, we aim to help our members to further develop themselves and reach their full potential.

- Carrying out duties at school, which includes meeting deadlines, keeping records, collecting relevant data on student progress, being on time for meetings, and exam-related duties are expected components of an effective teaching practice.

II. Assessment Policy for AUSFL's English Preparatory School

General Statement

AUSFL is committed to developing and implementing relevant and appropriate curricula that will empower students to become autonomous learners in their academic lives, so that the expected outcomes with their reference to the Global Scale of English (GSE) are clearly stated in the syllabi used. 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 in the process. Therefore, effective assessment is crucial in order to measure whether these have been achieved in the curricula delivery.

The primary aim of assessment is to monitor student progress, provide help, support and remedial teaching in language areas in which students are weak or need further guidance. Assessment also aims to provide feedback to students and teachers, as well as management, regarding the implementation of the curricula and to act promptly and accordingly in any problem areas as necessary.

As assessment is an ongoing and integral part of the learning process, students are given a certain number of short quizzes, required to keep portfolios and to do online studies throughout each semester, which are graded separately and have different weights in their overall scores.

To provide a balanced and multidimensional assessment, students are tested in the four language skills; reading, writing, speaking and listening. The tests are prepared by taking the test specifications into consideration and administered in-house by giving each test taker the same opportunity to demonstrate their abilities in the areas tested. 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 teachers with guidelines on how to implement the tests and for holding norming sessions for teachers in the assessment of productive language skills (i.e. writing and speaking tests). The testing unit is responsible for providing students with information regarding the nature and content of the tests prior to the tests, as well as for the criteria to be used in the assessment of productive skills. The testing unit reports test results to students accurately and in a timely fashion. Since testing is a reflection of teaching, students are given opportunities to learn from their mistakes.

AUSFL aims to ensure that assessment is carried out in line with the desired outcomes of the curriculum and also that assessment procedures are consistent and transparent. The purpose of

assessment is to facilitate the success of students and to help them reach their full potential by providing feedback through assessment tools.

Objectives

- a) To achieve fair, reliable and valid outcomes in a consistent and transparent manner during the assessment processes.
- b) To establish quality control and recording mechanisms for the midterm and final exam, as well as portfolio assessment, including various tasks performed throughout the term, as well as quizzes and in-class participation. This quality control is ensured through a system of sampling, moderation, and internal verification in compliance with the requirements of the programs offered.
- c) To provide learner-centered approaches to assessment with correct examination format and design.
- d) To inform learners and teachers about examination format and procedures, as well as evaluation procedures.

Range and Scope of the policy

The assessment policy covers all courses offered at AUSFL.

Reliability and validity policy in assessment

AUSFL aims to achieve a high level of reliability and validity in the assessments of students.

RELIABILITY

Internal consistency: Certain types of questions to which similar responses are expected are asked in both the midterm and final examinations, with the responses going through consistency checks.

VALIDITY

The validity of assessment is ensured through the alignment of the outcomes of the curriculum with each question asked in the exams. This procedure covers all the questions, midterms, finals and the tasks assigned for continuous assessment. The exams prepared throughout the academic year combine all the productive and receptive skills and the language areas of grammar and vocabulary. **This system that the outcomes cover, the question formats and the scoring criteria are shared with students and teachers at all levels.**

Internal Verification

Internal verification is the heart of quality assurance on AUSFL Preparatory School programs. In order to ensure that internally assessed work consistently meets the determined outcomes, the following procedures are followed:

- a) The Testing Unit meets with the Curriculum Unit in order to ensure that the outcomes of the curriculum align with each individual item asked in tests.
- b) The Testing Unit is responsible for developing, designing, implementing and improving the quality of exams carried out in AUSFL Preparatory School Programs, in accordance with the outcomes in the curricula. These exams include pop quizzes, midterms and final exams, which aim at assessing the language achievement levels of students with respect to the four language skills.
- c) Each language level in AUSFL Preparatory School Programs is assigned to certain members of the Testing Unit, who deal with everything related to the above-mentioned exams at that level. Although the Testing Unit is divided into groups, each group follows the same procedures to maintain an internal verification of the exams as stated below:

Pop quizzes

- write the test specifications of a quiz
- write items accordingly
- have an initial review conducted by the head of department
- make changes as necessary
- conduct a final proofreading and feedback session with the teachers of that level
- maintain agreement on the items
- make changes as necessary
- finalize items for the quiz

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- implement the quiz (have it delivered at the set time and date)
- send the answer key to teachers after administering the quiz
- have teachers administering the quiz grade the papers

Midterm and Final Exams

Booklet (Listening / Grammar / Reading / Vocabulary)

- write the tests specification of a booklet exam
- write items accordingly
- have the initial review done by the other testing unit members including the head of the department
- make changes if necessary
- do a final proofreading and feedback session with the teachers teaching at that level including a member from the Curriculum Unit and the coordinator of that level
- maintain agreement on the items
- finalize the items for the exam after the final review of the administration
- administer the exam on the set exam date
- have a meeting with the teachers who will grade the papers after the exam
- provide the detailed key of the exam and guide them how to grade the papers
- set a deadline for grading
- collect exam papers on the due date.

Writing Exams

- write the test specifications of a writing exam
- write items accordingly
- have the initial review conducted by other testing unit members including the head of the department
- make changes if necessary
- conduct a final proofreading and feedback session with teachers teaching at that level, including a member from the Curriculum Unit as well as the coordinator of that level
- maintain agreement on items
- finalize the items for the exam after the final review by administration
- administer the exam on the set exam date
- have a meeting with teachers who will grade the papers after the exam
- grade sample exam papers to ensure all the graders have similar understanding of the criteria to make accurate judgments regarding students' written performance
- determine the members of a jury who will grade the same exam papers separately
- distribute the first set of exam papers to each jury member
- set a deadline for grading the papers

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- ensure exam papers are exchanged on the due date, so that one single exam paper is graded by two different jury members
- have jury members meet after grading is completed, so that they can compare and finalize their grades
- collect exam papers
- send exam papers with criteria and grades to classrooms on the set date
- have the students see their graded exam papers

Speaking Exams

- write test specifications of a speaking exam
- write items accordingly
- have other members of testing unit including the head of the department conduct an initial review
- make changes as necessary
- conduct a final proofreading and feedback session with teachers teaching at that level including a member from the Curriculum Unit and the coordinator of that level
- maintain agreement on items
- make changes as necessary
- finalize items for the exam after a final review by the administration
- have a meeting with speaking exam jury members selected/appointed/assigned by the administration
- grade sample exam performances to maintain a similar understanding of the criteria to ensure accurate judgments regarding students' oral performance
- administer the exam on the specified exam date

III. Invigilation Policy

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

Invigilation Procedures

Exam papers are distributed and announcements are made to teachers by testing unit members for each level.



Invigilators report to the Test Center 20 minutes prior to exam time.



Student IDs and exam entrance papers are checked and an attendance sheet is signed by each student.



Exam papers and materials are distributed appropriately by the invigilator.



The rules and procedures of the exam are announced to the students.



Exam papers and attendance sheets are collected and returned to the Test Center.



Any matters of concern are reported to members of the testing unit.

IV. Marking Policy

At Anadolu University School of Foreign Languages, marking procedures are considered to play a crucial role in monitoring student progress and giving feedback to both learners and teachers in the learning/teaching process. Gaining a clear understanding of how well students have acquired knowledge and skills in order to become effective users of language is the main focus. It also helps teachers to have a clear understanding of how their students perform and thereby to adjust their teaching accordingly.

Marking is most effective when the student knows:

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- the purpose of the task
- the requirements of the task
- how much they have accomplished
- how to approach their goals for learning

All teachers at AUSFL are responsible for the marking/grading and implementation of this policy. Therefore, it is essential for teachers to be aware of:

- the purpose of the task (outcomes to be accomplished)
- the requirements that students are asked to meet for the task
- the rubric to mark tasks
- ways to give oral and written feedback

Aims:

- To establish a consistent approach to the way we give feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing.
- To ensure all students are provided with regular feedback to help them reach their full academic potential.

Principles:

1. Student and teacher interaction in the learning / teaching process.
2. Clear understanding of what a good performance is (outcomes, criteria/rubric and requirements).
3. Support to close the gap between students' current and the expected performance.
4. Continuous feedback on student learning.
5. Promotion of positive attitudes and motivation towards learning.

How is marking carried out?

Teachers at AUSFL follow a set of procedures in their marking.

Roles and responsibilities

Lecturers

- to ensure work is marked on a regular basis
- to ensure that the target level or grade is clearly displayed for students
- to ensure that students are provided time to consider marking comments
- to share good practice with marking at meetings
- to ensure consistency
- to attend norming sessions held by the Testing Unit before assessment of each writing and speaking exam

Marking Procedures

- criteria prepared for each section/skill
↓
- a master key for each section/skill is prepared
↓
- a list of first and second markers is prepared
↓
- teachers are given the answer key(s) after the exam
↓
- for the marking of productive skills, teachers attend norming sessions
↓
- deadlines for submission of grades is given
↓
- marking is carried out

V. Curriculum Policy

The main aim of AUSFL Preparatory Program's Curriculum, which is aligned to the mission and vision of the school, is to provide an efficient language learning process for all students. Each component of the curriculum, the syllabus, course books/materials and assessment, is compatible with each another and comes under continuous evaluation and revision. It contains necessary information for all students and teachers. The components of the AUSFL Curriculum are as follows:

***Learning Outcomes**

The Global Scale of English (GSE) constitutes the base in determining the outcomes of the curriculum and in preparing the syllabus of the Preparatory Program. The GSE is an academic scale enriching the CEFR and showing student level and progress in fine progression. The curriculum outlines the outcomes to be achieved at different language levels, indicating the estimated time to be allocated to accomplish them. Once the outcomes are determined, the test specifications, which guide not only the testing unit for test preparation, but also students and teachers, are also determined in the curriculum. In-class and out-of-class studies are also included in the curriculum.

***Teaching and Learning Materials**

The course books, online materials and all supplementary materials prepared by the Materials Development Unit help us to achieve our learning outcomes. Additional printed and online sources, such as graded readers, videos and movies, to be used at different language levels in and outside the classroom, are also components of our teaching materials.

***Assessment**

Each component of assessment is determined in the curriculum in accordance with the learning objectives. In addition to quizzes to be given throughout the term, the midterm exam and the final exam, and continuous assessment, including portfolios students are required to prepare, as well as online requirements, such as the completion of certain tasks as scheduled, are also specified in the curriculum. Students are given detailed guidelines with sample questions regarding different elements of the assessment.

The overall aim of AUSFL Preparatory Program's Curriculum is:

a. Meeting students' linguistic and academic needs

The aim of the curriculum is to provide adequate language knowledge and skills that are necessary for the future studies of our learners in their departments. When students complete the preparatory program, they will have necessary background and strategies to follow lectures, understand extended texts, produce various types of written texts, and communicate via the target language accurately.

b. Fostering learner autonomy

We believe that learning is not and should not be limited to the classroom. Our students should be able to continue learning outside the classroom environment and be equipped with the necessary strategies to support their future learning effectively. We aim to encourage our students to benefit from the self-access centers, such as computer labs, library, TV rooms and other related materials, through which they will eventually learn how to make their own decisions regarding their academic needs. By using online platforms, we expect to provide our students with the opportunities to be able to interact with native speakers and other language learners all over the world.

c. Providing individual guidance

AUSFL believes that to ensure their success in the language learning process, individual attention and support should be given to students by their academic advisors, class teachers and the Psychological Counseling and Guidance Center, which provides individual counseling as well as mini seminars concerning various topics, such as study skills, test anxiety and anger management.

VI. Learner Training Policy

AUSFL aims to ensure that students are given opportunities, guidance and training in terms of study skills and techniques to improve themselves as autonomous learners.

AUSFL also places importance in raising student awareness regarding the importance of knowing a foreign language for their academic and social lives, so students are encouraged to use the language effectively to communicate and express themselves in both domains by providing opportunities both in and outside of the classroom with speaking clubs, movie discussions and informal meetings, along with classroom activities.

VII. Staff Development Policy

We believe that the success of our program relies on effective teaching. Therefore, necessary support, guidance and opportunities are given to teachers with its ‘open-door’ policy to encourage teacher development and thus maintain effective teaching and learning.

The areas that teachers need more guidance, support and training in are determined through questionnaires, meetings and reflection reports. Regular meetings with teachers, focusing on weekly teaching practices and the implementation of the syllabus, meetings with individual teachers when necessary, separate meetings and an induction program with new teachers on areas in which they need support, are parts of our staff development policy. School-wide support is also maintained by encouraging teachers to participate in national and international workshops, seminars and conferences. Various workshops and presentations from outside consultants are also organized according to the needs of our teachers. Encouraging our teachers to engage in active research in their classrooms and to participate in various projects according to their interests is part of our staff development policy.

Procedures for attendance at national and international conferences

- A written request is submitted by a teacher who wishes to attend a conference to the Head of Basic Languages Department (see Appendix 1). Attached to the written request, the following are also submitted: the name/place/dates of the conference, the class make-up schedule (see Appendix 2) for absent days, a conference acceptance letter, conference payment information and the abstract of the presentation or workshop.
- The relevant Department Head informs the Directorate for organization of the make-up lessons.
- The Directorate sends the written request to the Rectorate.
- The Directorate informs the teacher of the decision of the Rectorate.

VIII. Staff Recruitment Policy

Teachers are important components of the AUSFL in the aim to achieve our educational goals effectively. Teachers who have the following qualities can be a part of the dedicated team at AUSFL:

- demonstrating a high level of motivation to teach a foreign language
- having efficient teaching skills
- being an effective team-member
- holding positive attitudes towards students, colleagues and work
- respecting others and their views
- being constructive and encouraging in their approach

- showing commitment to their work and personal and professional development
- being autonomous and motivated life-long learners themselves

Teachers who would like to work with us need to follow the legal procedures explained by the Rectorate and announced on the official website of Anadolu University (www.anadolu.edu.tr)

IX. Staff Appraisal Policy

The Staff Appraisal System aims to acknowledge teacher performance and to consider the needs of individual teachers should they need professional development. The director interviews each teacher personally at least once a year and has a semi-structured interview about the teacher's personal opinions considering:

- the education system of school in general, including the syllabus, materials, online studies, assessment and performance evaluation criteria
- the extracurricular activities
- the teacher's own personal reflection on their performance
- the administrative system
- suggestions the teacher would like to offer.

Following the interview, both parties, Director and teacher, write a reflection (see Appendix 3) about their personal views of the interview. They are invited to write a reflection focusing on a number of open-ended personal questions. They are then expected to sign the written document and give it to the Director's Secretary to be kept in their personal file. If there is anything the teacher cannot or does not want to state directly, they are invited to post it to the wish boxes we have in our school building.

Grievance Procedure

Members of staff who have a grievance in connection with their work should firstly discuss that grievance with their Director/Assistant Director. If the matter is not resolved, it is then discussed with **the institution's Rector's Office** whose decision or decisions are final.

X. Complaints Policy

AUSFL places great importance in having good rapport with all its students and teachers, and takes all necessary steps to create a motivating and positive school and work environment. To maintain such an atmosphere, AUSFL gives careful consideration to all complaints by students or

staff and aims to deal with them promptly in a fair, open and honest manner through communicating and devoting sufficient time and effort to solving them.

Informal complaints can be resolved through communication between people, to sort out less serious issues, which do not require lengthy and formal procedures. At the start of each term, teachers set their classroom rules and explain the regulations of AUSFL regarding acceptable and unacceptable behavior, together with their consequences to students. Once they are made clear, students are expected to follow these rules and regulations. If students do not follow the rules and regulations, and unacceptable behavior occurs, the problem is solved through communication between the parties involved. If the problematic behavior still continues, a written document by the student or the teacher is submitted to the Directorate and legal procedure, as stated in the Laws and Regulations accepted by Anadolu University (<http://www.anadolu.edu.tr/en/yasa-yonetmelikler>), are followed.

If students are not satisfied with their exam results, they can ask for reevaluation of their exams by applying by way of a written document (see Appendix 3) to the Assistant Director (academic) within five days following the official announcement of the exam results. The exams are then re-evaluated by a committee, other than the original graders, organized by the Testing or the Proficiency Exam Unit co-ordinators.

If students have complaints regarding any issue at school, they have the opportunity to raise the issue at regular student representative meetings every week. They can also propose an item for the agenda for the following week. Another way to express any complaint is to resort to wish boxes that can be found in different places around the school.

What is an appeal and what is the right of appeal?

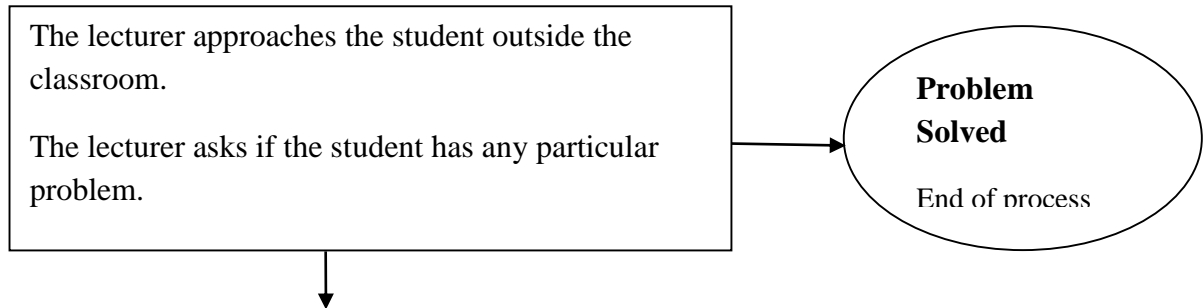
An appeal can be filed when a member of the staff or a student objects to any decisions or sanctions imposed by the Directorate. The appeal must be filed within 10 working days of receipt of the written notification of the decision. The committee shall review the decision within 15 days, and shall either approve it exactly as it is or reject it, or reconsider it and finalize the decision. The Director, Vice/Deputy Directors and Department Heads and the General Secretary of the School are the members of the committee.

Procedure when filing a complaint and filing an appeal

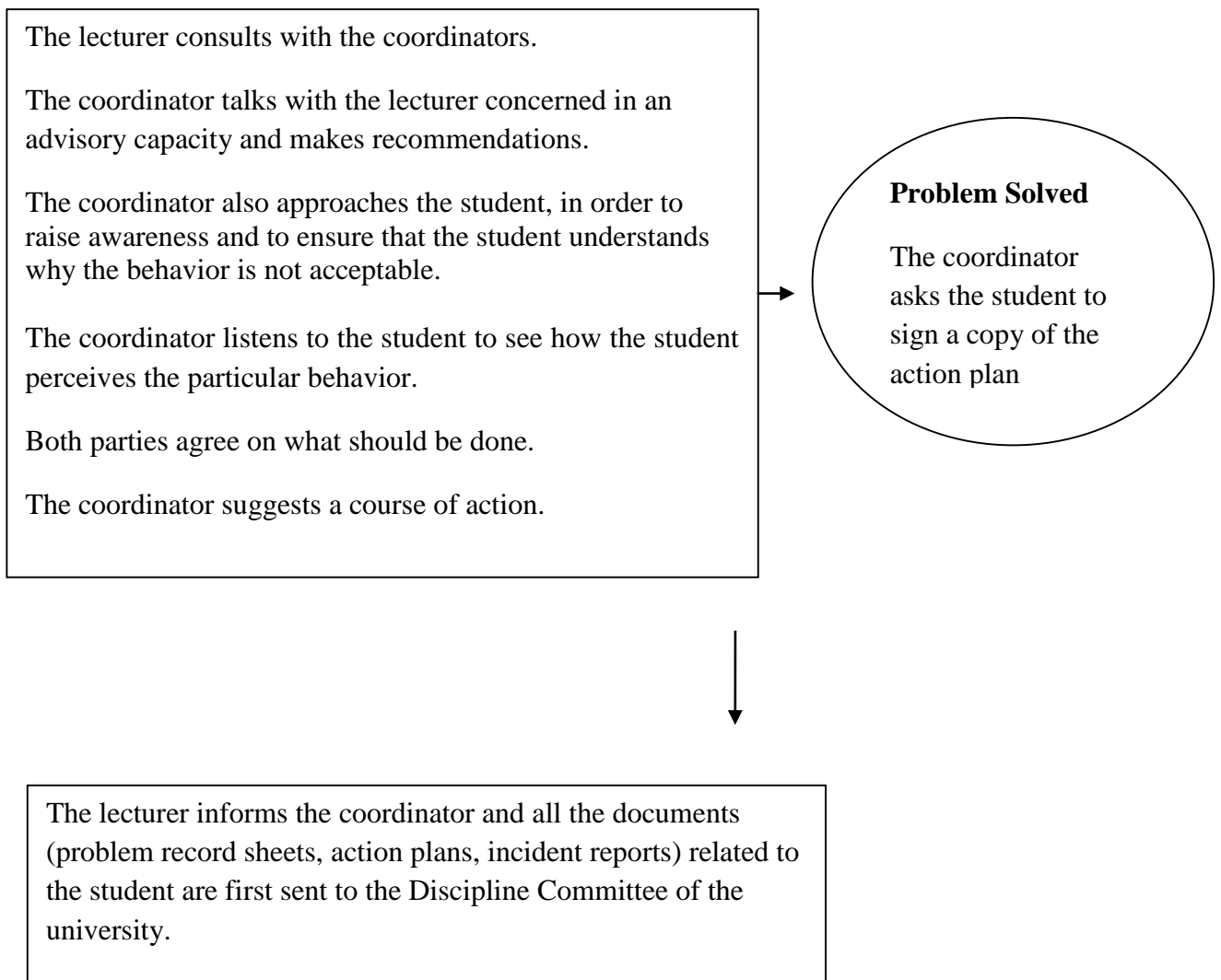
How the system works for teachers

- At the start of each course the lecturer states his/her rules and regulations governing/concerning classroom management to students. The instructor also explains the consequences of disruptive behavior.

- **When disruptive behavior occurs:**



- **When disruptive behavior recurs:**



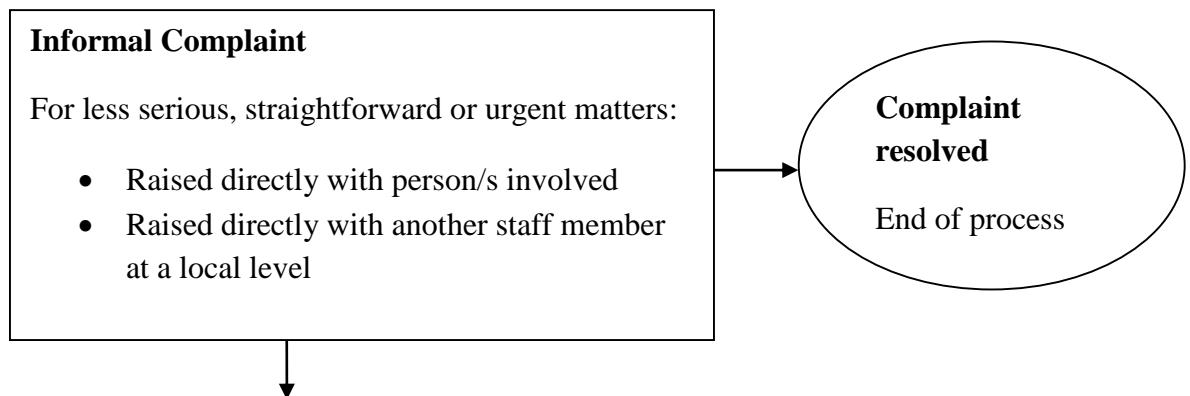
How the system works for students

Anything which negatively affects studies or experience at university may be raised as a complaint.

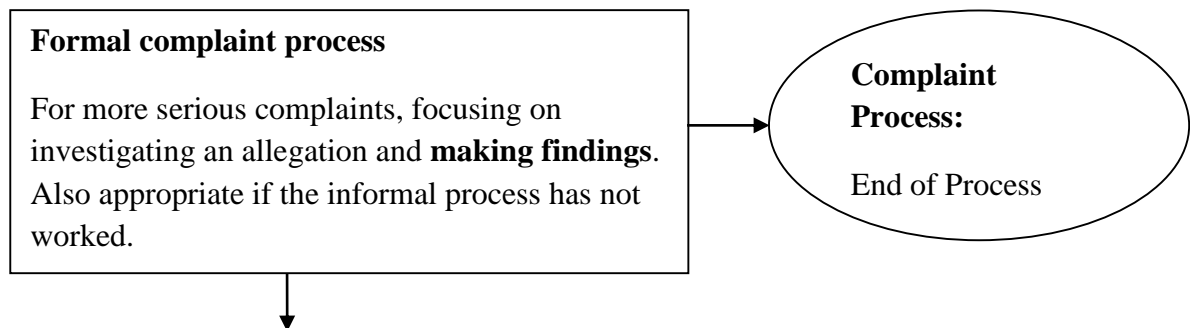
There are three types of complaint a student can raise:

- complaints about academic decisions and matters
- complaints about an individual
- complaints about the administration or process

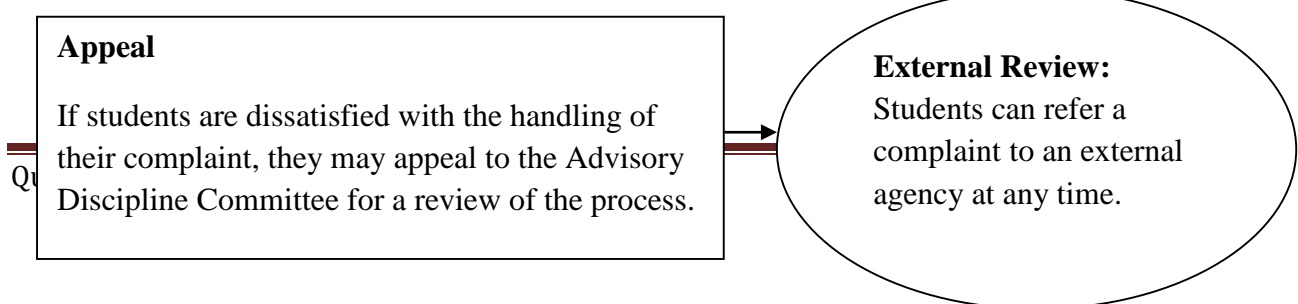
Student Complaint Procedure



Complaint not resolved



Complaints not resolved



XI. Quality Policy

The AUSFL English Preparatory School is fully committed to implementing a learning program which is ‘fit for purpose’ in its courses, teaching methods, staff training, staff and student performance, assessment methods and resources. The quality policy ensures that the academic requirements for every student are met by the learning program, and that the outcomes are in accordance with the school’s objectives. To continue to provide a high quality education, constant reviews take place, thereby ensuring that the school stays in complete alignment with the national standards of English language teaching, as well as providing a service that is relevant to learner needs, keeping up-to-date with the latest developments and which is accessible to all learners.

XII. Quality Management System

The Quality Improvement Policy aims to improve the quality of the educational and instructional activities at AUSFL according to the objectives below:

1. To provide a curriculum meeting student needs effectively and realistically.
2. To improve standards of teaching and assessment.
3. To ensure an efficient use of printed and online learning materials.
4. To foster learner and teacher autonomy.
5. To improve the school’s management systems.
6. To enhance professional development facilities.
7. To complete the accreditation process.

In order to improve the quality of the school, the learning environment is constantly evaluated by all the stakeholders through written questionnaires, oral feedback and any comments sent via the wish boxes.

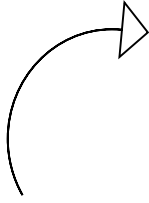
XIII. Quality and Quality Improvement Cycle

The purpose of the quality improvement cycle at AUSFL is to maintain ongoing improvement, considering/regarding planning, implementation, review and improvement of the learning/teaching environment of the institution. The cycle is constantly monitored by the Director and the Quality Improvement Unit. The cycle works for all units of the school (curriculum, testing, material development, professional development, and technology and project development units) and the outcomes are reflected in the learning program with the necessary changes and improvements made.

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PLAN

-What do we intend to achieve?
 -What are our objectives?
 -Who is the target group?
 -What are our resources?
 *Objectives are established

**IMPROVE**

-Objectives, processes and procedures are adapted
 -Changes are evident in the learning programme

IMPLEMENT

-The planned processes and procedures are carried out
 -The learning programme (+quality systems) is provided

REVIEW

-Implementation of the learning program is monitored, outcomes are evaluated:
 -Staff/student feedback is gathered
 -Results are discussed and analyzed
 -Areas that need improvement are identified
 **Leads to the review of school's policies, processes and procedures



Determining objectives and outcomes is the starting point of the quality cycle, which continues with the implementation of the objectives and outcomes. For the review process, **feedback forms** are collected from students and teachers on a regular basis to evaluate the program implemented.

Weekly **meetings with staff** are held to review the learning program and to identify any kind of difficulty the teachers face while implementing the program. The meetings are conducted by the coordinators.

In addition, during the implementation process, teachers are asked to complete a **feedback form/questionnaire** to evaluate the program (curriculum and assessment) and to make suggestions regarding improvement of the program.

The Quality Improvement Unit and other units work on the feedback given by students and teachers to identify areas that are implemented well and those that need change or improvement. They produce an overall **review and evaluation report** of the program. In addition, the results of the review and evaluation of the program are communicated to staff during meetings, who are thus given explanation as to why necessary changes have been made.

XIV. Action Plans

A. Quality Improvement in the Curriculum

1. Aligning the learning/teaching processes with the outcomes of each skill as stated in the GSE
 - a) designing the curriculum in such a way that will make it possible to reach the objectives stated in the GSE
 - b) training teachers on the developed curriculum and the GSE indicators
 - c) proposing and designing the types of question that will bring instruction and testing in line with what is stated in the GSE
 - d) showing the objectives and test specifications and types of question on the curriculum
 - e) supporting the syllabus with additional materials for the required types of question
 - f) training learners on the components of the curriculum
2. Integration of technology into the curriculum
 - a) integrating online platforms into the curriculum
 - b) training teachers and learners on the online components of the curriculum
 - c) improving/updating¹ the technical equipment in each class and computer laboratory
3. Proposing ideas to improve continuous assessment
4. Getting continuous feedback from learners and teachers on various components of the curriculum

B. Action Plan for Quality Improvement in Assessment

1. Ensuring that assessment methods meet the objectives of the GSE
2. Revising and editing question types used in exams

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3. Raising teacher awareness of what, why and how to test
4. Training teachers on various assessment methods
5. Revising the marking criteria to improve standardization among classes
6. Getting continuous feedback from teachers and students on the evaluation and improvement of portfolio work
7. Creating question banks for future reference and use

C. Action Plan for Quality Improvement in Staff Training

1. Teachers will be given questionnaires on different topics to reflect on. They will share and discuss their ideas with the staff training unit.
2. Feedback forms will be given to students to get feedback on the implementation of the classes.
3. Teachers will be asked to complete a reflection sheet to reflect on their own teaching.
4. Meetings will be held to discuss strengths and areas of improvement for each teacher.
5. Teachers will be continuously observed by senior teachers (if needed) and feedback will be given afterwards.
6. All teachers will be trained on how to use the available technology to how to support their classes.

D. Action Plan for Quality Improvement in Complaint Procedures

1. Documents and forms will be revised and improved as needed
2. Cases which are specific to the systems and procedures carried out in the Preparatory School will be added to the complaint procedures in the quality manual and learner handbook.
3. Possible outcomes of complaints, appeals or investigations will be added to the quality manual and learner handbook to inform both staff and learners about what to expect when a complaint is made.
4. Records of complaints, appeals and investigations will be kept.
5. Records will be correctly kept for all complaints made by staff or learners.

2014-2015

XV. Annual Evaluation Events

September-October	November – December	January-February	March-April	May-June
Student Induction Programme Staff Induction Informative staff meetings Student questionnaire and interviews (to raise awareness) Staff observations	Staff meetings (to diagnose problems, if any) Student questionnaire (lesson feedback form) Staff observations	Staff Questionnaire (to evaluate curriculum & assessment) Feedback sessions with staff (to get detailed / additional explanations on the questionnaires or any comments on other topics) Student Interviews (learner needs) Staff observations	Staff meetings (to diagnose problems, if any) Student Questionnaire (lesson feedback form) Staff observations	Staff questionnaire (to evaluate curriculum & assessment) Feedback sessions with staff (to get detailed / additional explanations on the questionnaires and any comments on other topics) Policy, process and procedural reviews take place Staff observations Organizational review

XVI. Quality Assurance Policy

AUSFL English Preparatory School's quality assurance policy aims to ensure continuous improvement through 'fit for purpose' quality systems in all of its departments. The quality cycle is monitored throughout the academic year at appropriate times to guarantee proper functioning of processes and procedures, and to evaluate the accomplishment of intended objectives. Each department and individual is aware of the fact that fulfilling responsibilities and assigned duties are vital in quality assurance. It is every member's duty to ensure that objectives are being met and that institutional and functional integrity is maintained.

AUSFL English Preparatory School also understands that benchmarking of its academic standards is of vital importance in order to maintain continuous improvement and that student and stakeholders are the main contributors in the shaping of the school's policies and quality systems. To demonstrate this, the school assures the quality of its learning program through:

- design of policies, processes and procedures
- internal monitoring/supervision concerning policies, processes and procedures
- a quality improvement cycle
- staff induction, support and performance review
- reward and recognition/acknowledgement/appraisal opportunities
- learner induction and support
- professional development
- resource development

2014-2015

XVII. Record of Amendments

	⇒ 2011-2012	2012-2013	2013-2014	2014-2015
Syllabus	-Syllabus designed by the administration Integrated skills, modular system	-Syllabus designed by the administration Integrated skills, modular system	- Syllabus designed by the administration Integrated skills, modular system	Syllabus designed by Curriculum Unit. Integrated Skills. Termly Instruction. MyEnglish Lab – Computer Labs Support to the course books No printed workbook Teachers lead students as to what to do Edmodo Guidance to students Required for all tasks for student portfolios GO-Self Study Outside the classroom No teacher intervention More exposure to English
Assessment	-7pop-quizzes +Midterm + End of Module Test (by lecturers) -Testing of the skills designed by the testing unit	-Mid-term & End of Module Test designed by the administration -7 pop-quizzes +Midterm + End of Module Test (by lecturers) -Testing of the skills designed by the testing unit	-Mid-term &End of Module Test designed by the administration -7 pop-quizzes +Midterm + End of Module Test (by lecturers) -Testing of skills designed by testing unit -Testing is planned & managed by the testing unit -Testing of the usage and the skills designed by the testing unit -Testing of the vocabulary designed by the unit leaders	1 st Midterm Exam (AI skills-vocabulary-grammar) + 2 nd Midterm Exam (Quizzes+ e-portfolio) + Final Exam Testing is planned & managed by testing unit -Testing of the usage and the skills designed by the testing unit

2014-2015

Staff Training	-Exams were proofread by the administration (by the senior staff/management)	-Pop-quizzes proofread by the administration -Lecturers informed about the need for the transition to a communicative syllabus, the reference levels of CEFR and the appropriate question types	- Lecturers are informed about the question types² they can use -Pop-quizzes proofread by the testing unit and teachers are guided - Lecturers observed by the senior staff & they reflect on their teaching	- Lecturers are informed about the question types they can use Pop-quizzes proofread by the testing unit and teachers are guided
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	⇒ 2011-2012	2012-2013	2013-2014	2014-2015
Learning Programme	-Students grouped according to their department	-Students grouped according to their department	-Students grouped according to their department -Different units are formed with different responsibilities -Computers are installed in each classroom to integrate the use of technology into lessons	Students attended an Orientation program at the beginning of the academic year. They were informed about the academic content and social facilities of the school. Classes formed according to students' proficiency levels. Student Unit and students together organized clubs for skill training and extra-curricular activities. Student representatives and level representatives elections were held and a student committee was established. Computers have been installed in each classroom to integrate the use of technology into the lessons

Appendix 1 – Petition for Attending a Conference

ANADOLU ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU

_____ BÖLÜM BAŞKANLIĞINA

----- tarihleri arasında ----- (ülke)'nin -----
şehrinde yapılacak olan ----- adlı konferansa -----
başlıklı sözlü / poster bildiri ile katılmak istiyorum.

Söz konusu konferansa yolluklu, yevmiyeli ve katılım ücretinin ödenerek görevlendirilebil
mem için gereğini saygılarımla arz ederim.

Tarih

Ad-soyad

Ekler :

1. İngilizce – Türkçe Kabul Yazısı
2. İngilizce – Türkçe Sunum Özeti
3. İngilizce – Türkçe Katılım Ücreti
4. Bildirinin <http://bildiri.anadolu.edu.tr> sitesine yüklendiğini gösterir belge

Appendix 2- Class Make-Up Schedule

ANADOLU ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU
TEMEL YABANCI DİLLER BÖLÜM BAŞKANLIĞINA,

..... tarihinde yürütemeyeceğim /
yürütemediğim derslerimin telafisi yapılacaktır. Telafi programı aşağıda sunulmuştur.
Bilgilerinizi ve gereğini arz ederim.

Adı-Soyadı :

Ünvanı :

Tarih :

İmza :

<u>Dersin Kodu</u>	<u>Dersin Adı</u>	<u>Dersin Tarihi / Saati</u>	<u>Telafi Tarihi / Saati</u>	<u>Derslik</u>
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Appendix 3 - Reflection on the Interview (Both for the Director and the Teacher)

REFLECTION ON THE INTERVIEW

Please write a reflection focusing on the following questions. Then, sign the written document and give it to the Director Secretary to be kept in your personal file.

1. How did you feel during the interview?
2. What are your personal opinions about the process and the style of the interview?
3. What are the three things that remain in your mind from the interview?
4. Is there anything else you would you like to add to your opinions?

PS: If there is anything you cannot or do not want to state directly, please write it to the wish boxes we have in our building.

Name:

Date:

Signature: