

T.C.
ÜSKÜDAR ÜNİVERSİTESİ
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C - BLOK



**ÜSKÜDAR
UNIVERSITY
PREPARATORY
PROGRAMME
QUALITY ASSURANCE
HANDBOOK**

2018 – 2019
ACADEMIC YEAR

FOREIGN LANGUAGES DEPARTMENT

T.C.
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1. ÜSKÜDAR UNIVERSITY	5
1.1. About Üsküdar University	5
1.1.1. Üsküdar University Aim	6
1.1.2. Üsküdar University Vision	6
1.1.3. Üsküdar University Mission	6
1.2. ÜUFLD Preparatory Programme	6
1.2.1. ÜUFLD Preparatory Programme Mission	6
1.2.2. ÜUFLD Preparatory Programme Vision and Aims	6
1.2.3. ÜUFLD Preparatory Programme	7
2. QUALITY ASSURANCE and IMPROVEMENT POLICY	10
2.1. General Statement	10
2.2. Stakeholders	11
2.2.1. Testing and Assessment Unit	11
2.2.2. Instructor and Student Services	11
2.2.3. Digital Support Unit	11
2.2.4. Curriculum and Material Development Unit	11
2.2.5. Professional Development Unit	12
3. CURRICULUM POLICY	12
3.1. General Statement	12
3.2. Learning Objectives	13
3.3. Assessment Components	14
3.3.1. Midterm Exam	15
3.3.2. Final Exam	15
3.3.3. Tracking	15
3.3.4. Quizzes	15
3.3.5. Academic Coaching/Professional English	16
3.3.6. Portfolio Tasks	16
3.3.7. Digital Components	16
3.3.8. Proficiency Exam	16
3.4. Administration	17

4. ASSESSMENT, INVIGILATION and GRADING POLICY	17
4.1. General Statement	17
4.2. Assessment Policy	17
4.3. Recordkeeping and Filing	18
4.4. Reliability and Validity	18
4.5. Verification Process	19
4.6. Invigilation Policy	21
4.7. Grading Policy	21
4.8. Invigilation and Grading Procedures	21
4.8.1. Quiz Grading Procedure	22
4.8.2. Midterm Exam Grading Procedure	22
4.8.3. Final Exam Grading Procedure	23
5. INSTRUCTOR RECRUITMENT POLICY	25
6. INSTRUCTOR ORIENTATION POLICY	27
7. PROFESSIONAL DEVELOPMENT POLICY	27
8. DECISION-MAKING POLICY	28
9. FEEDBACK POLICY	28
10. COMPLAINTS POLICY	29
11. ACCREDITATION PROCESS	30

1. ÜSKÜDAR UNIVERSITY

1.1. About Üsküdar University

Üsküdar University being the first and the sole thematic university in the field of Behavioural Sciences and Health is located in Istanbul, the only city that connects two continents. Üsküdar is located on the Anatolian side of İstanbul in the face of the historical peninsula at the starting point of the July 15th Martyrs' Bridge that connects Asia and Europe. Üsküdar University named after this beautiful town is situated at the centre of the world. Üsküdar also is in one of İstanbul's most privileged locations with its sea, land, and underground transportation facilities. Our university's campuses on Üsküdar and Altunizade line are inter-connected through "smart campus" application.

Our university is located on 45.000m² that includes Main, Çarşı and South Campuses and Female Student Guesthouse in Nakkaştepe. Our university with campuses located at the intersection of the transportation network in Üsküdar is at a central location of İstanbul as it is close to the public transport network such as Marmaray, Metrobus, public buses and sea transport. So, our students have easy access to our university from anywhere in İstanbul.

Out of school hours, our students may enjoy the district by visiting coastal cafes with beautiful sea view. Üsküdar cafeterias with indoor and outdoor areas are designed comfortably so that they can talk to each other and enjoy being there.

Üsküdar University;

- respects all human values,
- is committed to universal laws, national laws, universal and scientific values,
- is open to changes and novelty,
- has environmental sensitivity,
- is focused on training students with the highest standards,
- approaches to regional development from a pioneering, exemplary, value adding and participatory point of view,
- embraces all students regardless of their religion, language, race, nationality, gender and colour,
- adopts self-criticism, liberalism, pluralism and participation of democratic values,
- maintains the basic values of society, keeps social benefit in the forefront and is sensitive to social problems,
- has the principles of equality, reliability and rationality, ethical values, self-criticism and scientificity are in the forefront,
- follows a knowledge seeking, collecting, transmitting, conserving, researching, producing, sharing and excellence achieving method,
- keeps transparency and accountability in the activities in the forefront,
- gives utmost importance to international relations and tries to be the science centre for Turkish citizens living abroad,
- tries to reach to the level of contemporary civilizations, without losing its core values, supports European Union accession process,
- provides and continuously improves the job satisfaction of academic and administrative staff.

1.1.1. Üsküdar University Aim

Our aim is to be unique in the field of Behavioural Sciences and Health,

- to contribute to the academic world by producing knowledge above world standards,
- to develop projects in line with this, to create resource for the entire production process,
- to perform collaborations and to train qualified people.

1.1.2. Üsküdar University Vision

- To produce science and service by qualified staff by working with similar methods for common purposes in various disciplines such as Mind-Body Health and Diseases, Medicine, Genetics, Social Sciences and Bioengineering, Basic Sciences, Spiritual Sciences, Family Counselling.
- To maintain and improve the mental health of the people of our country and our society by displaying a holistic approach in the fields of history, culture, social sciences and health.
- To develop high-quality education, training, research and application programmes aimed at modern people and supported by the use of human-oriented technology.
- To be a pioneer, exemplary, universal university that adds value to regional development.
- To give world-class education in Turkey.

1.1.3. Üsküdar University Mission

- To be a university that provides education and research opportunities which contribute to socio-economic and cultural structure of our country in the fields of science, health, history and tourism at international level.
- To be a pioneering and exemplary university that contributes to urban and regional development utilising our country's natural, cultural, economic and social resources.
- To provide high quality education, research, and application programmes using contemporary technology.
- To develop high quality academic programmes that meet the needs of our country and by using resources in the most efficient way, to produce solutions to health problems and perform scientific activities.
- To be a national, international, contemporary, participatory, researching and science producing university based on Turkey's natural and cultural resources, and touristic, agricultural, social and economic assets.

1.2. ÜUFLD Preparatory Programme

1.2.1. ÜUFLD Preparatory Programme Mission

Üsküdar University Preparatory Programme is mainly for students whose level in English language is not sufficient to follow their faculty studies. Therefore, the programme aims at improving students' competency and skills in English language at academic level in order to prepare them for their faculty studies and beyond.

1.2.2. ÜUFLD Preparatory Programme Vision and Aims

Our Programme aims at developing students' linguistic accuracy and range in English language as well as introducing a critical approach to thinking, reading, speaking and writing in an academic environment. The students will be equipped with the survival skills they need not only during their

under-graduate studies but also after they graduate and become active agents in their academic, professional and social environment.

Our Programme has adopted the teaching philosophy which is based on the belief that a good teacher should empower students to take ownership of their education. This involves enhancement of skills and facilitation of students' learning process rather than simplistic transfer of dry information. The instructors, in this programme, are thus guides or facilitators coaxing students on an intellectual journey, to help them develop curiosity about language and culture, and to give them the opportunity to confront new ideas and different points of view. This; we believe to be the best way to motivate students to improve their language to learn to think critically, to improve their minds and become autonomous agents.

We employ learner-centred approach to develop our students' academic, linguistic and critical thinking skills. To this end, we make sure all our classes are based on the principles of

- learner autonomy,
- life-long education,
- academic honesty,
- criticality,
- democratic learning environment,
- learner-centred constructivist methodology,
- instructor as facilitator.

1.2.3. ÜUFLD Preparatory Programme

Üsküdar University offers one of the best and highest quality preparatory programmes to our students with its expert and experienced academic staff. Our aim in English language education, which is an integral part of any quality education with its professional, academic and social functions, is to enable students to have access to the latest developments in their own fields of study as well as providing them with the ability to study their degree programmes in English. Our students at the Preparatory Programme undergo a training programme based on our in-house level objectives (curriculum) in alignment with the internationally recognized standard The Common European Framework of Reference for Languages.

We offer C level language programme for students who want to further their studies in English even if they have passed the proficiency exam. At this level, we offer English for Specific Purposes (ESP) programme which meets students' needs in English at faculty level. At this level, we employ Problem-Based Learning and encourage detailed research to resolve interdisciplinary problems and write academic reports to offer solutions. The process includes stages from gathering data from a variety of sources to producing a well-researched academic report with a bibliography page following the formal academic register and rules. (MLA, APA)

Specialized English programmes (Academic Coaching/Professional English) are offered for the students who reach B level in addition to their regular English classes to familiarize them with the faculty-related vocabulary/concepts/arguments in their chosen field of study.

Preparatory Programme Modules

English Language education at our school is given on a modular basis. An academic year in the Preparatory Programme consists of 4 modules of 8 weeks. According to the results of the placement tests, our students are placed at their appropriate level: (A1), (A2), (B1) and (B2) levels at the beginning of fall semester.

Why Modular System?

The modular system has a flexible structure that responds quickly to changes. Each module consists of teaching processes which operate within a systematic framework. The logic behind the modular system is that; it allows the students to progress at their own pace and to be notified of their success instantly. This system allows the students who need relatively more time to learn and offers the opportunity for fast progress for high achievers. The aim of the modular system is to ensure that students reach their target language skills at the end of the module and increase the quality of our language education by closely monitoring the language development of the students within a shorter period of time.

Placement and Proficiency Exams

All students who are enrolled and will attend the Preparatory Programme are required to take the placement test. According to the results of the placement test, students are placed in one of the levels of A1, A2, B1 or B2 depending on their language level. It is optional to take the proficiency exam. Students who want to take it must indicate that they want to take the proficiency exam during the registration process. Those who receive 60/100 and above from the proficiency exam are exempted from the Preparatory Programme and continue with their undergraduate programmes.

Test Equivalence Conditions of Exemption

Those who prove their English proficiency level with the national/international (official) exam result documents can be exempted from the Preparatory Programme.

For the validity period, the time between the examination date stated in the exam result document and the start date of the fall semester of our university is taken into account.

To be exempt from the ÜUFLD Preparatory Programme you must:

1. receive a minimum of 60/100 points from the ÜUFLD Proficiency Exam,
2. receive a minimum of 65 points YDS/YOKDIL from OSYM,
3. receive a minimum of 78 points from TOEFL (IBT) or 67 points from PTE.

Üsküdar University Proficiency Exam (UPROF), 60/100; YOKDIL/YDS, 65; TOEFL (IBT), 78; PTE, 67

Assessment

Students are subjected to an 8-week learning and assessment process in each module. The students should get an average of 60 or more out of 100 to move to the next level. In this system, the aim is to evaluate the process as well as the product.

In addition to mid-term and final exams, assessment components include quizzes, students' motivation and active participation, portfolio tasks and grades given to the projects. To be able to successfully complete the Preparatory Programme, students must at least be at B1 level to be eligible to sit the Proficiency Exam (UPROF) and receive a passing grade 60/100 minimum.

Timetables

Üsküdar University Preparatory Programme has two shifts (morning and afternoon). Morning classes start at 08.30 and finish at 12.55 while afternoon classes start at 13.15 and finish at 17.40. Both shifts include up to 25 teaching hours per week; up to 5 hours a day.

The shifts of instructors and students can be changed with prior written and/or oral notice as seen necessary.

ÜUFLD Preparatory Programme Timetable

	MORNING SESSIONS					AFTERNOON SESSIONS				
MONDAY	08.30	09.25	10.20	11.15	12.10	13.15	14.10	15.05	16.00	16.55
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	14.00	14.55	15.50	16.45	17.40
TUESDAY	08.30	09.25	10.20	11.15	12.10	13.15	14.10	15.05	16.00	16.55
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	14.00	14.55	15.50	16.45	17.40
WEDNESDAY	08.30	09.25	10.20	11.15	12.10	13.15	14.10	15.05	16.00	16.55
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	14.00	14.55	15.50	16.45	17.40
THURSDAY	08.30	09.25	10.20	11.15	12.10	13.15	14.10	15.05	16.00	16.55
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	14.00	14.55	15.50	16.45	17.40
FRIDAY	08.30	09.25	10.20	11.15	12.10	13.15	14.10	15.05	16.00	16.55
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	14.00	14.55	15.50	16.45	17.40

Attendance

Every student has to attend at least 80% of the courses. Since English language instruction requires continuity, our students should not be absent except in extraordinary circumstances. Reports taken due to illness are not deducted from absence. Those reports accepted by the university are only valid for the compensation of the mid-term examinations. Absenteeism calculations are done on an 8-week module basis. Students who exceed 80% of absenteeism will not be able to take the exams at the end of the module and will have to repeat the level. Each module consists of up to 25 hours per week and 200 hours per module.

Summer School

Summer School is the last module (5th) of the Preparatory Programme. The module lasts for 7-8 weeks. The assessment is done by taking into account the specified percentages of assessment components. At the end of the Summer School, students who get 60 or above from the UPROF can continue with their faculty studies.

Thanks to the Summer School, students can finish the Preparatory Programme in one academic year even if they could not complete B2 level at the end of 4th module.

2. QUALITY ASSURANCE and IMPROVEMENT POLICY

2.1. General Statement

The Preparatory Programme has highly qualified instructors who employ a learner-centred approach to teaching. The programme equips students with English language and academic skills so that they could use their knowledge effectively in their faculty studies as well as in all aspects of their life.

Any academic or administrative issue is dealt with in a systematic and professional way by the stakeholders. The ÜUFLD administration implements a consensus-based decision-making policy to resolve any issue. The quality cycle of the ÜUFLD is stated below:

- The issue is raised through level meetings/open door policy/administrative meetings/appraisal meetings with the individual instructors
- Data related to the issue is gathered
- Gathered data is investigated by all the relevant stakeholders
- Causes and potential solutions are offered by the stakeholders in the meetings/questionnaires/unit reports/appraisal meetings
- The documented causes and solutions are investigated by the management
- Management makes a consensus-based decision to resolve the problem
- An action plan is prepared for resolution
- Action plan is implemented within a specified period of time
- The results of the action plan are discussed in the administration meeting
- The new system, if needed, is implemented
- Feedback about the new system is gathered through meetings and questionnaires
- Depending on the feedback the new system is maintained/revised/abandoned
- If the system proves to be inefficient the issue is taken to Vice Rector who is responsible for the ÜUFLD/Senate Meeting
- The decision made at the Senate is implemented after the approval of the Rector

2.2. Stakeholders

2.2.1. Testing and Assessment Unit

The unit contributes to the existing system by producing reliable exams throughout the academic year for all levels and providing data regarding the level of materialization of the aims/learning outcomes to the curriculum unit.

The unit conducts standardisation sessions after all exams to ensure marking is done on the basis of the same criteria and answer key. The whole process contributes to the fair and objective evaluation of the students' performances.

The unit contributes to the principle of utilizing exams as learning tools rather than mere assessment tools. This is materialized through feedback sessions given after all exams.

2.2.2. Instructor and Student Services

The unit contributes to the existing system by implementing an open door policy for any issues regarding the students and the instructors.

The unit provides support for the students regarding issues about the course materials and instructors.

The unit also provides support for the instructors regarding substitution procedures, taking time off during the academic year, job application documents and residence/work permit documents.

2.2.3. Digital Support Unit

The unit contributes to the existing system by assuring quality and practicality in our online assessment component system, timetabling, entering data onto the student information system (SIS) (sis.uskudar.edu.tr).

The unit ensures the quality of education utilizing available online platforms.

The unit provides support for both students and instructors by developing the pacing and the content of online platforms and resolving any issues related to these. The Head of Digital Support Unit is in direct contact with the publishers IT support desk, and follows every step of online student enrolment, instructor/class login details (usernames, passwords and class codes) and any issues students and/or instructors face.

2.2.4. Curriculum and Material Development Unit

The unit contributes to the existing system by identifying the unmet objectives by cross checking the in-house curriculum objectives with the objectives of the course book. The unit ensures the quality of education by designing supplementary materials for unmet objectives. The unit also resolves any issues related to course materials by providing extra materials for students who need extra practice.

2.2.5. Professional Development Unit

The unit contributes to the existing system by organizing professional development sessions in between modules, visiting classes at specific intervals to ensure that the in-house curriculum objectives are implemented appropriately using the materials provided to the instructors. Class visits are scheduled with an early notice to the instructors. The instructors are expected to prepare an observation tool (*Appendices*) where they are expected to write the specific objective of the lesson and predict the potential problems and provide resolution for them. After the class visit the instructor reflects upon his/her performance and writes a post-observation reflection. Finally, a post-observation (*Appendices*) conference is held where the instructor and the trainer/manager discuss the issues (if any) or discuss the whole process which turns into a learning process for both parties. Peer observation which aims at creating an on-going learning environment for the instructors is also highly encouraged. The ÜUFLD provides an interactive platform for the instructors where they learn from each other and exchange ideas/materials. Class visits keep the instructors' dynamic and well prepared for all classes.

3. CURRICULUM POLICY

3.1. General Statement

The ÜUFLD aims to offer a high-quality academic language education programme based on its specified CEFR aligned grammar and academic skills objectives. The Curriculum for each level (A1, A2, B1, B2) is designed on the basis of these specific learning outcomes. To achieve the target learning outcomes, the constructivist method of teaching is implemented.

The constructivist method is based on a guided discovery where the instructor avoids direct instruction and attempts to lead the students through questions and activities to discover, discuss, internalize and verbalize the new language.

At the ÜUFLD, we put students at the core of our education since we believe that students should take responsibility for their learning and grow as independent and resourceful agents.

Our curriculum has embedded the principles below:

- Learners are given a learning environment which optimizes their learning potential.
- All resources are implemented to support learners' learning needs.
- Problem-based learning principles are implemented in our portfolio tasks to enrich learners' critical thinking skills.
- Communicative teaching method is used in classes to enrich learners' autonomy.
- Learning to learn is emphasized and put into practice.
- Learners are given opportunities and support for practice, accompanied by self-assessment and constructive feedback from teachers and peers.
- Learners are given opportunities to reflect on their practice; this involves analysing and assessing their own performance and developing new perspectives and options.

The ÜUFLD implements a curriculum design cycle that involves needs analysis, evaluation of the collected data and feedback related to the previous academic year. The whole process involves establishing objectives, selecting from the existing materials and designing new materials if needed.

The ÜUFLD offers a modular-based English language teaching system divided into 4-5 academic modules which consists of 8 weeks. Each level is comprised of up to 25 hours of English instruction per week.

3.2. Learning Objectives

ÜUFLD in-house curriculum cycle offers a high-quality language programme to prepare our students to their faculty studies.

ÜUFLD Learning Objectives and Outcomes for all levels are provided in the Curriculum Booklet.

3.3. Assessment Components

Testing and Assessment Unit designs a variety of summative and formative assessment tools in line with the objectives stated in our in-house curriculum. Midterm exam is conducted in the middle of each module and final exam is conducted at the end of each module. Reading, writing, listening and speaking skills are assessed in those exams.

All the assessment components and the percentages are provided in the chart below:

	Midterm	Final	Student Autonomy (Tracking)	Quiz(s)	Academic Coaching / Professional English	Portfolio Tasks	Digital Components	TOTAL
A1	20%	35%	5%	10% (quizzes) 5% + 5%	X	20% (written + spoken) 10%+10%	10%	100%
A2	20%	35%	5%	10% (quizzes) 5% + 5%	X	20% (written + spoken) 10%+10%	10%	100%
B1	20%	35%	5%	5% (quiz)	5% (Academic Coaching / Professional English)	20% (written + spoken) 10%+10%	10%	100%
B2	20%	35%	5%	5% (quiz)	5% (Academic Coaching / Professional English)	20% (written + spoken) 10%+10%	10%	100%

ÜFLD Assessment Criteria for all summative and formative components are provided in Appendices.

ÜFLD Testing Specifications for all levels are provided in Appendices.

3.3.1. Midterm Exam

Midterm exam is designed to assess students' English language level in the middle of each module. The aim of the midterm exam is to test students' knowledge that has been taught up to the first half of the module. The exam includes the topics from their course books and extra worksheets which are given during the class. Midterm exam weighting is 20% for each level.

The exam consists of the following sections: Listening Comprehension, Reading Comprehension, Vocabulary, Writing and Speaking. The duration of the exam differs according to the levels:

A1 = approximately 80-100 min.

A2 = approximately 100-120 min.

B1 = approximately 110-130 min.

B2 = approximately 120-140 min.

3.3.2. Final Exam

Final exam is designed to assess students' English language level at the end of each level. The aim of the final exam is to test students' overall knowledge that has been taught in the whole module and determine whether the students' English language level will enable them to pass to the next level. It mainly includes objectives in their course books and extra worksheets which are given during the class. Final exam weighting is 35% for each level.

The exam consists of the following sections: Listening Comprehension, Reading Comprehension, Vocabulary, Writing and Speaking. The duration of the exam differs according to the levels.

A1 = approximately 80-100 min.

A2 = approximately 100-120 min.

B1 = approximately 110-130 min.

B2 = approximately 120-140 min.

3.3.3. Tracking

As a part of our formative assessment method students' progress, motivation and effort is also assessed by our tracking system. Tracking constitutes 5% of the overall assessment. This includes students' effort in producing written tasks every week. Students produce the first draft of the weekly writing topic indicated in the course maps in class, get feedback and produce the final version taking all the written and oral feedback into account. Assessment is done based on the weekly writing tasks as well as students' effort and motivation throughout the module.

3.3.4. Quizzes

Quizzes are designed to assess students Use of English and Reading Skills. 1 (one) or 2 (two) quizzes are given during each module.

3.3.5. Academic Coaching/Professional English

In addition to portfolio tasks, students take Academic Coaching/Professional English classes starting from B level during which they are welcome by their faculty instructors and become familiar with the jargon used in their field of study. These sessions are delivered by the faculty members. The students start taking this once they become B level. The students are redistributed according to their faculties for 2 hours a week and the assessment allocated for this component is 5%.

Academic Coaching/Professional English sessions are a separate component of our system, which aims at bridging the gap between the Preparatory Programme and faculty studies. It familiarizes them with the 21st century skills such as critical thinking, problem solving, communication, collaboration, information literacy, media literacy, flexibility and adaptability, cross-cultural skills, leadership and responsibility, productivity and accountability.

Academic Coaching sessions are run during the first 2 modules and Professional English sessions are run during the last 2 modules. Students are assessed on their attendance and/or performance in those sessions and this constitutes 5% of the overall assessment for B level students.

3.3.6. Portfolio Tasks

Portfolio Tasks are designed to encourage students to think critically and conduct research on a specific topic. Writing portfolio tasks involve a specific research focus in pre-tasks. Pre-task sheets are distributed in class and students are given time to think about the topic, brainstorm ideas, conduct research and take notes. They are then expected to bring their notes to class to use them in their actual task which is administered in class and assessed. Speaking portfolio tasks also involve research and collecting data on a specific topic and presenting the data to the rest of the class using visuals. Portfolio tasks prepare them to their faculty studies. The 21st Century skills are emphasized and put into practice thanks to portfolio tasks.

The ÜUFLD sample Portfolio Tasks are provided in the Appendices.

3.3.7. Digital Components

Digital Components are designed in the form of online homework on a weekly basis in accordance with the course maps. The online platform is set up by the publishers taking the pacing into consideration then the details (class codes to join the online platform) are shared with the students.

Digital Components aim to assess the learners' performance outside the class and evaluate their progress at the same time. Digital Components also foster learning in a new/different and interactive environment other than the classrooms.

3.3.8. Proficiency Exam

Proficiency test is designed to assess the English language proficiency level of the students who are entitled to undertake their undergraduate or graduate studies at Üsküdar University. The aim of the exam is to determine whether the students' proficiency in English is at a level that will enable them to follow courses offered in their respective fields of study and fulfil the requirements of the courses. Thus, the proficiency exam mainly assesses students' proficiency in reading and understanding academic texts, their ability to follow lectures, take notes and make use of these notes, as well as their competence in composing academic texts of varying length. Therefore, the main focus of the

proficiency exam is English for Academic Purposes and it may well serve the needs of the students in other English-medium universities.

The exam consists of the following sections: listening comprehension, reading comprehension, cloze test and writing. The duration of the exam is approximately 120 minutes.

Grading is out of 100. Passing grade is 60 at least.

3.4. Administration

At the end of each academic term, the coordinators prepare a report in which they provide the ÜUFLD management with the outcomes of the implementation of the programme. The necessary arrangements are made on the basis of these reports after the decision-making process of the ÜUFLD.

To achieve this aim, the ÜUFLD collects data about:

- the practicality and suitability of the objectives designed for all levels,
- tools to be used to meet those objectives,
- suitability of the assessment components and assessment methods implemented to check to what extent those objectives are met etc.

4. ASSESSMENT, INVIGILATION and GRADING POLICY

4.1. General Statement

ÜUFLD assessment policies and regulations respect the academic judgement of our instructors in relation to students' performance against the marking criteria. Students are informed about the criteria in advance. Our policy includes blind second marking and an internal moderation process which promotes fairness and consistency. The process involves discussion on samples in the standardisation meetings.

Invigilator and Stand-by Duties Checklists for UPLACE, UPROF, midterm and final exams, and Standardisation Documents are in Appendices.

4.2. Assessment Policy

Having a student-centred curriculum at Üsküdar University is one of our main priorities and we believe that testing and assessment cannot be separated from this principle. We believe that testing and assessment can be effective only when it is integrated with the curriculum and it should reflect the curriculum (course objectives). It is our firm belief that the aim of testing and assessment should not only be to measure the students' performance level. Rather, our mission in testing and assessment is to create a continuous assessment environment for the students in order to monitor them constantly and give the necessary support in the areas they need help with. To realize this, we employ formative and cumulative assessment methods in our portfolios and class projects. We use summative assessment method in our midterm, final and quizzes then compare the results against our curriculum.

Our Testing and Assessment Unit has embedded the principles below:

- Reliability and Validity
- Practicality and Authenticity
- Communication with the stakeholders
- Standardisation process in terms of fairness and ethical standards
- Secure testing and assessment environment
- Assessment as a tool to identify the students' needs
- Curriculum learning objectives as a guideline for the testing and assessment process
- Integration of all skills in the specifications

4.3. Recordkeeping and Filing

The instructors are expected to maintain accurate assessment records throughout the academic year in a timely fashion. The instructors are responsible for double-checking the scores they have entered before publishing the grades on SIS.

Portfolio grades are entered onto SIS by advisors. Portfolios are submitted to the Level Heads by the instructors and then to the Curriculum and Material Development Unit for archiving purposes.

The invigilators must return the exam envelopes to the Testing and Assessment Unit after the exam. Testing and Assessment Unit gives back the packs for standardisation and grading purposes. Exam grades are entered onto SIS by advisors. Finally, these exams are submitted to the Testing and Assessment Unit and stored there.

4.4. Reliability and Validity

In order to maintain a high-quality language programme, the ÜUFLD ensures that the learning outcomes, the teaching and learning activities and the assessment tasks are all working in unison. The objectives covered and the assessment tasks are closely aligned with each other since the Curriculum and Testing Units work in close collaboration. The assessment tasks/items measure what has been learnt.

Productive and receptive skills, Use of English and Target Vocabulary are tested on a regular basis throughout the academic year. Assessment tasks/items are designed in close correlation with the learning context given in the course maps. To be internally consistent in the process of creating assessment tools throughout the academic year, certain steps are taken. The exam specifications prepared for all assessment tools are taken into consideration. The specification documents ensure standardisation of assessment tools which contribute to reliable and valid assessment. All exams and the tasks assigned for continuous assessment are proofread and evaluated by testing the unit members, the level heads and the managers. The specifications and the criteria are shared with the instructors and students at all levels so that they are familiar with the formats used in the exams.

The assessment procedure is explained both orally and in written form to the instructors. The students are also oriented to the assessment process through the advisor teachers' support in all classes. They are informed about all the assessment components and their weighting that contribute to their overall grade at the beginning of each module. The relevant information is also given in the Learner Handbook and on our official website.

4.5. Verification Process

In order to ensure that the assessment tools are designed on the basis of the required criteria, the following procedures are followed:

Quizzes

- Checking the relevant course map and identifying the units/objectives to be covered until the exam day
- Checking the test specifications for the quiz
- Writing items accordingly
- Proofreading of the quiz by the level head
- Making necessary changes
- Finalizing the exam for the quiz
- Announcing the quiz time to the instructors and the students via mail and Edmodo
- Preparing the quiz envelopes with the detailed information (exam venue, instructor and time of the exam, number of the students)
- Making adequate copies of the quiz document in a secure place
- Implementing the quiz at the set time and date
- Distributing the answer key to the instructors
- Collecting the quiz envelopes and averages for each class
- Archiving the documents in a safe place at least for 2 years before they are further archived elsewhere in the university

Midterm and Final Exams

(Course book and Skills book)

- Checking the relevant course map and identifying the units/objectives to be covered until the exam day
- Checking the test specifications for the midterm and the final exams
- Writing items accordingly
- Proofreading of the midterm by the Assistant Director and the final by the Director
- Making necessary changes
- Last review by the level heads to double-check the exam's alignment with the course maps
- Finalizing items for the exam
- Making an organization for the exams for the venues, invigilators, graders and stand-bys
- Announcing the midterm exam time, venues, invigilators and grader list to the instructors and students via mail and Edmodo (also on the pin boards on each floor)
- Preparing the midterm envelopes with the detailed information on the cover page (exam venue, invigilator, time of the exam, number of the students, first and second grader),
- Copying the exam questions and placing student attendance lists
- Implementing the midterm at the set time and date
- Having a standardisation meeting
- Distributing the answer key to the instructors with alternative answers based on the discussion at the standardisation meeting
- Setting a deadline for marking
- Archiving the submitted envelopes in TAU at least for 2 years

Written Part

- Checking the relevant course map and identifying the units/objectives to be covered until the exam day
- Checking the test specifications for the writing exam
- Writing items accordingly
- Proofreading of the writing part by the Assistant Director and the final by the Director.
- Making necessary changes
- Last review by the level heads to double-check the exam's alignment with the course maps
- Finalizing items for the exam
- Making an organization for the writing exam for the venues, invigilators, graders and stand-bys
- Announcing the writing exam time, venues, invigilators and grader list to the instructors and students via mail and Edmodo (also on the pin boards on each floor)
- Making adequate copies of the exam document in a secure place
- Preparing the writing envelopes, and placing student attendance lists and adequate number of exam booklets
- Implementing the writing exam at the set time and date
- Having a standardisation meeting and using the relevant criteria
- Distributing the first marker sheet
- Setting a deadline for first marking
- Distributing the second marking sheet to the instructors
- Setting a deadline for second marking
- First and second grader negotiating their grades
- TAU members deciding on the final grade for papers with a discrepancy of more than 3 pts
- Handing the assessors' marking sheets to class advisors so that they can transfer the final scores on the midterm/final exam paper.
- Archiving the submitted envelopes in TAU at least for 2 years

Speaking Part

- Checking the relevant course map and identifying the units/objectives to be covered until the exam day
- Checking the test specifications for the speaking exam
- Writing items accordingly
- Proofreading of the speaking items by the level heads
- Making necessary changes
- Finalizing the questions for the exam
- Making an organization for the speaking exam for the venues, graders and stand-bys
- Assigning two invigilators for each class
- Announcing the speaking exam time, venues, invigilators and grader list to the instructors and students via mail and Edmodo (also to the pin boards on each floor)
- Preparing the speaking envelopes with the detailed information on the cover page (exam venue, invigilator, time of the exam, number of the students, first and second grader), copying the exam questions, placing the oral exam criteria and student attendance lists
- Holding a meeting about grading student performances to be fair for all students
- Implementing the speaking exam at the set time and date
- Handing in the assessors' marking sheets to class advisors so that they can transfer the final scores on the midterm/final exam paper.
- Archiving the submitted envelopes in TAU at least for 2 years

4.6. Invigilation Policy

To carry out the assessment procedures carefully, TAU makes a detailed exam organization with one or two invigilators for one exam room. To maintain the security and resolve any potential problems at least one stand-by instructor patrols the corridors till the end of exams (including written and oral sessions).

4.7. Grading Policy

The ÜUFLD has a grading policy based on the principle that all papers are to be graded objectively, accurately and in a standardised manner. TAU is responsible for ensuring this principle. Below are the standard practices carried out for the grading process:

- Conducting standardisation meetings,
- Double-marking/Blind second marking
- Dealing with discrepancies,
- Spot checking

TAU conducts standardisation sessions after all exams to ensure marking is done on the basis of the same criteria and answer key. The whole process contributes to fair and objective evaluation of the students' performances. Sampling method is used in the standardisation sessions.

To ensure accuracy, we employ double- marking. First marking is done with a red pencil and second (blind) marking with a green pencil.

We ask the instructors to submit their grading sheets separately to the TAU member. If the TAU member identifies discrepancies which are more than 3 points, the graders are asked to hold a mini reconciliation meeting where they justify their grading and agree on a common grade. If the agreement is not achieved between the two graders, TAU member gives the final decision. If the discrepancy is less than 3 points, the average is calculated.

Spot- checking is another practice TAU employs to ensure grading is done accurately and fairly according to the criteria and standards set at the standardisation meeting.

ÜUFLD grading policy is an important part of assessment procedure which aims to have the highest possible standards for each student. It is an important tool for giving feedback to students which will raise their self-awareness.

4.8. Invigilation and Grading Procedures

Throughout the academic year, instructors are expected to invigilate and grade regularly scheduled exams. The exam schedule, including mid-term and final examinations, is announced through the academic calendar provided at the Üsküdar University official website. Advisor instructors announce the dates of all exams and portfolio tasks prior to the exam dates several times. Instructors are informed by TAU of their invigilation and grading duties. For mid-term and final examinations, invigilation and grading duties are allocated by TAU to ensure that the workload is distributed evenly.

During invigilation, instructors are expected to follow the procedures outlined in the exam envelope. Instructors are expected to review the exam procedures prior to the start of the examination and ensure that they have the relevant resources, including the correct number of exam sheets and audio

files (if necessary). An answer key is provided by the Testing and Assessment Unit to provide standardisation among graders. Instructors are expected to follow the answer key and the criteria as specified by the Testing and Assessment Unit. Instructors should contact the Testing and Assessment Unit members for any questions related to the administration and grading of exams.

4.8.1. Quiz Grading Procedure

- Instructors get their exam envelopes from testing office member
- Instructors are provided with a detailed answer key for the exams
- Advisors mark their own classes
- Instructors use a red pencil
- If the student has not given any answer, instructors write “NA”
- Instructors fill the grading chart which is sent by TAU
- Instructors enter the grades onto SIS after giving feedback to the students
- After entering the grades, instructors bring the envelopes back to TAU and sign in

4.8.2. Midterm Exam Grading Procedure

General Procedure

- Before marking, an e-mail, which gives a detailed information about grading list, procedures and deadlines for the grading/marking, is sent to all instructors by TAU.
- Instructors are provided with a detailed answer key.
- Testing Unit member of the relevant level holds a standardisation session.
- Exam papers are graded by two instructors. First grader fills in the grading document, signs and submits it to the TAU.
- Second grading is done by the advisor teacher. Second grader fills in a separate grading document and submits it to the TAU.
- Both graders get together to reconcile any discrepancies
- Instructors use a red pencil for the first grading and green for the second grading.
- If the student has not given any answer, instructors write “NA”.
- Instructors enter the grades onto SIS after giving feedback to the students.
- After entering the grades, instructors bring the envelopes back to TAU and sign in.

Written Part Grading Procedure

- Before marking, an e-mail, which gives a detailed information about grading list, procedures and deadlines for the grading/marking, is sent to all instructors by the TAU.
- The criteria for the writing task (paragraph or essay) is given to the markers.
- The standardisation meeting is held for each level by the members of the TAU
- Three sample writing paper (low-average-high scored) are chosen and marked by the TAU and distributed to the markers during the standardisation session.
- Instructors mark the three sample papers and compare their grades with the grades given by the standardisation leader. Justifications for the given grades are discussed at the meeting so that all instructors’ mindset to marking the specific writing task gets as standard as possible.
- The 1st marker hands his/her sheet the to TAU and the 2nd marker starts grading without seeing the 1st marker’s results.

- The 2nd marker sees the 1st marker's results and compares the grades. If there is a discrepancy of more than 3 points, the 1st and the 2nd markers read the papers again and try to negotiate. If they cannot agree, a third marker is brought in to contribute to resolving the discussion with reference to the marking criteria.
- The 2nd marker writes the agreed grades on the students' exam paper.
- After entering the grades, instructors bring the envelopes back to the TAU and sign in.

Speaking Part Grading Procedure

- Instructors invite students in pairs to the exam room. The rest of the students wait in the waiting room.
- Instructors use the prompt sets randomly.
- After students leave the exam room, instructors use the speaking assessment criteria to assess each pair.
- Instructors allow themselves time to finalize their grading with their partner and give the average grade.
- Instructors invite the next pair and repeat the procedure.
- Instructors put all the documents in the envelope, and bring back the envelopes to the TAU immediately at the end of the exam and sign the sign-in sheet.

4.8.3. Final Exam Grading Procedure

General Procedure

- Before marking, an e-mail, which gives a detailed information about grading list, procedures and deadlines for the grading/marking, is sent to all instructors by the TAU.
- Instructors are provided with a detailed answer key.
- Testing Unit member of the relevant level holds a standardisation session.
- Exam papers are graded by two instructors. First grader fills in the grading document, signs and submits it to the TAU.
- Second grading is done by the advisor teacher. Second grader fills in a separate grading document and submits it to the TAU.
- Both graders get together to reconcile any discrepancies.
- Instructors use a red pencil for the first grading and green for the second grading.
- If the student has not given any answer, instructors write NA.
- Instructors fill the grading chart which is sent by the TAU.
- Instructors enter the grades to SIS after giving feedback to the students.
- After entering the grades, instructors bring the envelopes back to the TAU and sign in.

Written Part Grading Procedure

- Before marking, an e-mail, which gives a detailed information about grading list, procedures and deadlines for the grading/marking, is sent to all instructors by the TAU.
- The criteria for the writing task (paragraph or essay) is given to the markers.
- The standardisation meeting is held for each level by the members of the TAU.
- Three samples of writing paper (low-average-high scored) are chosen and marked by the TAU and distributed to the markers during the standardisation session.
- Instructors mark the three sample papers and compare their grades with the grades given by the standardisation leader. Justifications for the given grades are discussed at the meeting so that all instructors' mindset to marking the specific writing task gets as standard as possible.
- The 1st marker hands his/her sheet to the TAU and the 2nd marker starts grading without seeing the 1st marker's results.
- The 2nd marker sees the 1st marker's results and compares the grades. If there is a discrepancy of more than 3 points, the 1st and the 2nd markers read the papers again and try to negotiate. If they cannot agree, a third marker is brought in to contribute to resolving the discussion with reference to the marking criteria.
- The 2nd marker writes the agreed grades on the students' exam paper.
- After entering the grades, instructors bring the envelopes back to the TAU and sign in.

Speaking Part Grading Procedure

- Instructors invite students in pairs to the exam room. The rest of the students wait in the waiting room.
- Instructors use the prompt sets randomly.
- After students leave the exam room, instructors use the speaking assessment criteria to assess each pair.
- Instructors allow themselves time to finalize their grading with their partner and give the average grade.
- Instructors invite the next pair and repeat the procedure.
- Instructors put all the documents in the envelope, and bring back the envelopes to the TAU immediately at the end of the exam and sign the sign-in sheet.

5. INSTRUCTOR RECRUITMENT POLICY

The Director decides upon the number of staff needed for the academic year depending on the number of students who passed the proficiency exam administered at the beginning of the academic year. Vacancies are advertised by ALFSI through LinkedIn or other relevant web sites and the candidates who fulfil the following requirements can apply for the position. The suitable CVs are sent to the Director and shortlisted candidates are invited for an interview and then reference check is conducted about the successful candidates and finally they are asked to do a demo lesson.

I. Vacant Positions:

Instructors will be responsible for teaching integrated skills courses + grammar and/or Listening & Speaking, Reading & Writing to the Preparatory Programme university students. There will be two semesters, divided into modules. Instructors should be able to work collaboratively with other instructors in their levels, regularly checking up with their Level Head and the Academic Coordinator and the Assistant Academic Coordinator. Instructors will be required to do weekly lesson plans, keep attendance and grade records regularly and accurately, learn how to use SIS and Shared Folders and work from approximately 8:30 am to 5.40 p.m. Instructors should be able to take responsibility in the workload they are assigned, such as lesson planning, grading and invigilation. University level instructors work in a highly collaborative environment.

II. Minimum Requirements:

Native English Speakers:

- Must have been born in an English speaking country,
- Received their education in an English speaking country,
- Be a citizen of an English speaking country,
- Must have a BA degree,
- If the BA degree is not in English or a related field they must have a TEFL, TESOL, CELTA or DELTA certificate,
- A minimum of two-year higher education teaching experience,
- A 20-45 minute demonstration lesson.

Turkish Instructors:

- Having received a minimum of 70 points on the ALES exam,
- Having received a minimum of 90 points on the KPDS or UDS or YDS or a score of 7 on the IELTS or a score of 95 on TOEFL,
- Should be a graduate of ELT, English/English or American Language, Culture and Literature/English Linguistics or English Translation,
- Notarized university degrees, diplomas and certificates,
- A minimum of two-year higher education teaching experience,
- A 20-45-minute demonstration lesson.

III. Procedures:

A. Interview

The candidate is invited for an interview by the Academic Director or the PDU Coordinator. The candidate carries 80-85% of the total conversation. The Academic Coordinator and the Assistant Coordinator asks questions, probing deeper, and keeping the candidate on track. Similar questions are asked to all candidates. Two types of questions are asked:

1. Questions that indicate whether or not a candidate meets the requirements established for the position.
 - past employment performance
 - listed skill, ability, knowledge or experience requirements
2. Questions based on the candidate's CV. More specifically:
 - *"Tell us about your educational background."*
 - *"Tell us about your experience in this field."*
 - *"Tell us about your job at XYZ." (probing their job description at that time)*
 - *Describe an experience when you... (These questions are specifically related to the job description).*
 - *"Could you explain what you mean by ...?" (follow-up questions for further clarification)*

B. Reference Check

References are checked to obtain employment recommendations. Reference checks are conducted for every finalist after interviews are completed.

C. Selection

All information obtained in the interviews is kept confidential. The candidate who has the qualifications to perform the duties of the position effectively is finally selected and given a probation period for 2 months.

D. Formal Documents

The chosen employee is given an official contract by ALFSI signed both by the instructor and ALFSI and finally s/he is asked to complete the necessary official documents to be sent to The Directorate.

E. Rector's Approval

The Director/the Academic Coordinator sends the formal documents through EBYS to the Rectorate for approval.

- F. Non-Turkish instructors' documents are sent to YÖK for approval and work permit.

6. INSTRUCTOR ORIENTATION POLICY

An intensive orientation programme, which takes at least three days, is provided for the new instructors to familiarize them with the system, to learn about the units' operating at the ÜFLD, and to orient them to the mission of the school in general. From the very beginning, instructors are inducted to work collaboratively. Establishing team spirit and concentrating on offering practical and constructive solution for any issue is emphasized during the induction programme.

Induction programme is arranged in the form of a meeting where the Director/the Assistant Director and Unit members and all instructors are gathered all together:

- The Director/the Assistant Director welcomes the instructors and informs the instructors about the mission, vision and value statement of the ÜFLD and introduces the stakeholders which contribute to the realization of these statements.
- The Head of Curriculum and Material Development Unit informs the instructors about course maps, pacing, books, materials and portfolio tasks.
- The Head of Digital Support Unit informs the instructors about online homework components, about how to use SIS, smartboards and printers, and about their schedules regarding teaching and working hours; gives the instructors their schedules if ready at that moment.
- The Head of Instructor and Student Services informs the instructors about our policies and expectations concerning keeping records of students' grades and attendance, guides both Turkish and Non-Turkish instructors so that they can complete all their official documents.
- Testing and Assessment Unit informs the instructors about testing and assessment policies and exam procedures, gives the instructors a comprehensive presentation about all assessment components and exam specifications for all levels.
- The instructors then are introduced to the relevant Level Head with the help of whom they have a quick walk-around, meet other instructors, choose their offices/desks, are provided with their books and are informed about class folders (blue folders).
- The instructors can attend other classes so as to observe a lesson if they would like to or when deemed necessary by the Director/the Assistant Director.

7. PROFESSIONAL DEVELOPMENT POLICY

ÜFLD Professional Development policy involves an ongoing developmental process for the instructors who see themselves as learners undertaking reflection (self-evaluation) by utilizing contemporary theory and practice.

Professional development is facilitated through:

- a. Coaching/Mentoring
- b. Formal Observations
- c. Peer Observations
- d. Self-evaluations
- e. Off-the-job Training Courses
- f. Students Evaluations
- g. Sessions/Seminars run by ELT professionals

8. DECISION-MAKING POLICY

All the decisions which are in accordance with our mission and vision are transparent to all instructors and the students in Üsküdar University. The ideas of students and instructors are precious and considered during the decision-making procedure. Students and instructors are involved in the decision-making process cooperatively. Level Heads take an important role about getting feedback from instructors and make decisions when necessary. Student representatives express their friends' ideas/suggestions during regular meetings held with the Student Affairs Administrator. All instructors are invited to take an active role in decision-making process through raising their suggestions/ideas/concerns during meetings and through expressing their suggestions in the online suggestion box.

Almost all decisions about the system in the ÜUFLD are made based on the following procedure.

Members of all units (Curriculum and Material Development, Testing and Assessment, Digital Support, Instructor and Student Services and Professional Development) meet with the ÜUFLD Coordinator/the Director to:

- raise an issue/point to discuss
- evaluate the nature of the issue/point
- brainstorm ideas
- analyse each idea suggested
- synthesize all ideas to come up with the most efficient one
- share the decision with the rest of the instructors and get their feedback during and after the implementation
- make any necessary changes based on the feedback given by instructors

9. FEEDBACK POLICY

The ÜUFLD implements an open door policy where academic staffs' ideas and feedback are welcome at all stages in one academic year. Instructors may submit formal demands, appeals or complaints to the management. They may submit their formal request or complaints in writing or express them verbally. The ÜUFLD management tries to incorporate all feedback to satisfy the needs/demands.

The ÜUFLD puts great emphasis on the improvement of its educational system through the evaluation of feedback provided by students and academic staff. Regular student evaluations are administered in order to assess the strengths and weaknesses of its educational programmes. Students provide anonymous feedback on instructor performance on a regular basis. Students are given instructor evaluation forms before their final grades are calculated. After student feedback is collected, data is evaluated and shared with the instructors. Instructors who receive low evaluation marks are expected to meet with the Director/the Assistant Director to reflect on their academic performance, discuss issues and brainstorm ideas for improvement.

10. COMPLAINTS POLICY

The ÜUFLD places crucial importance on having a good rapport with all students and instructors and takes all necessary steps to create a motivating and positive school and work environment. To maintain such an atmosphere at school, it gives careful consideration to all complaints by students or staff and aims to deal with them promptly in a fair and open manner through communicating and sparing sufficient time and effort to solve them. At the beginning of each academic year, a student handbook regarding acceptable and unacceptable behaviours together with their consequences for students is distributed. The rules and regulations are further explained and emphasized in class by advisor instructors and students are expected to follow these rules and regulations. If students do not follow the rules and regulations, and an unacceptable behaviour occurs, the problem is solved through communication between the parties involved. If the problematic behaviour still continues, a written document by the student or the teacher is submitted to the Director and legal procedures as stated in the Laws and Regulations accepted by Üsküdar University are followed.

Instructors may orally complain or submit written complaints to the management (the Director/the Assistant Director) as they deem necessary. Similarly, students may submit petitions in situations they believe they are treated unfairly. Petition samples are available in the Assistant Director's office.

A. Three steps for complaints about students:

1. Verbal Warning – The instructor warns the student and/or tries to resolve the problem through a private conversation.
2. Incident Report to the Assistant Director – The instructor files an Incident Report. The Assistant Director schedules a meeting with the instructor and student and the three together discuss the problem behaviour. The goal is for the student to agree to behave more appropriately in the classroom.
3. Incident Report to the Director – If the problem continues, the instructor files the Incident Report, which now includes a record of the meeting with the Assistant Director, to the Director. The Director takes further action to resolve the problem or refers the issue to the Disciplinary Committee.

B. Three steps for general complaints from students:

11. Student submits a Student Complaint Form to the Assistant Director.
12. The Assistant Director decides on an appropriate next action, which may involve a meeting to discuss the problem and work out a resolution.
13. If the student is not satisfied with the outcome of step 2, the student submits the complaint form to the Director's attention.

C. Four steps for complaints about instructors:

1. Incident Report to the Assistant Director – The relevant coordinator files an Incident Report.
2. Verbal Warning – The reason/foundation for the complaint is inspected by the Director. The instructor is given a verbal warning if necessary and gets the instructor to sign the report.
3. Written warning – The Director warns the instructor through a written document and asks for written defence. The Director, Assistant Director and the instructor hold a meeting to draw up an action plan and emphasize the repercussions if the action plan is not carried out by the instructor.

4. Dismissal – If the action plan discussed at the meeting with senior management is not carried out by the instructor, the instructor may be dismissed.

11. ACCREDITATION PROCESS

Üsküdar University Foreign Languages Department started the accreditation process with Pearson Assured, the world's leading accreditation organisation, with more than 100 years of education and training experience in more than 100 countries.

Pearson Assured Education sends a clear message that Üsküdar University Foreign Languages Department is accountable and responsible, providing important reassurance that students' education is given based on internationally approved standards.

Students receive a certificate with Pearson logo alongside Üsküdar University logo, which will confirm the academic and vocational qualifications they have gained. It is a certificate which supports students' career in the US, Europe and the Middle East.



FOREIGN LANGUAGES
DEPARTMENT

www.uskudar.edu.tr/en