ANTALYA BİLİM UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

QUALITY ASSURANCE POLICY HANDBOOK

This handbook serves as a comprehensive guide for the Quality Assurance Policies of ABU School of Foreign Languages. It outlines key policies, guidelines, and procedures to support continuous professional growth and excellence within the institution.

TABLE OF CONTENTS

1. INTRODUCTION

1.1. Purpose

The purpose of this Quality Handbook is to define the commitment to quality within Antalya Bilim University School of Foreign Languages. This handbook provides a comprehensive description of quality policies, processes, and roles to ensure consistent and high standards of education. Updated annually, this document serves as a guide for all stakeholders, including academic and administrative staff, students, and external partners.

1.2. Scope

This handbook applies to ABU SOFL, academic services, and operational activities. It encompasses the roles and responsibilities of academic and administrative staff, students, and other stakeholders involved in the ABU SOFL.

1.3. Commitment to Quality

The English Preparatory Class is committed to:

- delivering high-quality English language education that meets international standards.
- cultivating a culture of continuous improvement through systematic evaluation and reflection.
- addressing the linguistic and professional needs of stakeholders to ensure their satisfaction.
- complying with national and international regulations to maintain excellence in language education.

2. KEY PRINCIPLES

The quality assurance approach is based on the following principles:

2.1. Student-Centered Focus

Prioritizing the academic progress, well-being, and needs of students.

2.2. Transparency

Maintaining open and clear communication about policies, procedures, and assessment criteria.

2.3. Accountability

Ensuring that all staff and units are responsible for delivering high-quality language education.

2.4. Evidence-Based Practice

Using data, feedback, and best practices to guide decisions and improvements.

3. SYSTEMS AND PROCEDURES FOR QUALITY EVALUATION

To ensure continuous quality improvement, our institution implements the following systems and procedures:

3.1. Regular Evaluations

- Staff Appraisal and Developmental Meetings: They are conducted to assess professional performance of academic and administrative staff. It includes self-assessment and supervisor input. The aim is to identify strengths, address areas for improvement, and support staff development.

- Audits: Internal and external audits to ensure compliance with quality benchmarks.

3.2.Feedback Mechanisms

- Student Surveys: At the end of each module - evaluations of course content, teaching quality, and overall program experience

- Staff Feedback Forms: At the end of each module - collected insights on operational challenges and teaching methodologies.

- End-of-term meetings: A comprehensive meeting is held with all academic and administrative staff to evaluate the overall performance of the term. The meeting serves as a platform to review and discuss challenges encountered during the terms, identify areas for improvement, and share best practices.

- Annual meetings: Two annual meetings are held - one at the end of the academic year and one at the beginning. During the end-of-year meeting, comprehensive feedback is collected and solutions are proposed. The beginning-of-year meeting focuses on sharing information about actions taken, decisions made, and innovations implemented based on the previous year's feedback.

3.2.1.   Student Evaluation Survey Implementation

Student evaluation surveys are administered at the end of each module in the School of Foreign Languages to monitor and enhance teaching quality and to ensure alignment with international quality standards. Survey results are accessible only to units that are authorized to review them as part of their duties and responsibilities; the flow of information is structured according to the principles of transparency, confidentiality, and continuous improvement. In this process, instructors are granted access only to their own individual results, while managerial units analyze school-wide data for pedagogical development, feedback provision, and quality assurance. All processes are carried out within the institutional OneDrive environment in accordance with secure access protocols.

Student Evaluation Survey Procedure

1. Preparation and Release of Surveys: At the end of each module, the Evaluation Committee creates the student evaluation survey in digital format and announces it to students.

2. Data Collection: Student responses are collected anonymously through the system and consolidated by the committee.

3. Analysis and Reporting: The committee prepares instructor-based evaluation reports and shares the results only with the director and assistant directors, who possess administrative review authority.

4. Individual Feedback: Each instructor's results are uploaded to a personalized institutional OneDrive folder, to which only the relevant instructor has access.

5. Overall IHS Evaluation: Using survey outcomes, a general evaluation report that does not contain names or personal information is prepared and shared with all academic staff. This report may be used for module-based improvement actions.

6. Archiving and Confidentiality: Survey outputs are digitally stored in a manner accessible only to authorized units; all processes are carried out in compliance with KVKK and international quality principles.

Requesting an action plan from instructors after results are shared is not limited to cases where numerical scores are low. If qualitative feedback (student comments) reveals any risk, inconsistency, or concern, an action plan may be requested even when percentage scores are high. The purpose of this practice is to offer instructors a constructive opportunity for development, reflection, and improvement.

3.3. Continuous Professional Development

- Training Programs: Workshops and training sessions on quality standards and best practices for teaching and administrative staff.

- Participation in Events: Opportunities for staff to attend international conferences, webinars, and related events.

3.4. Monitoring and Review Systems

- Lesson Observations: Routine observations using standardized templates aligned with teaching standards.

- Classroom Visits: Pop-up visits are conducted either spontaneously or during designated "visit weeks," as announced by the SOFL Directorate.

- Curriculum Reviews: Regular updates to teaching materials, assessments, and curricular frameworks.

4. STEPS FOR CONTINUOUS IMPROVEMENT

Step 1: Identify Areas for Improvement

- Collect data from evaluations, inspections, and feedback mechanisms.
- Analyze trends and identify challenges and areas requiring enhancement.

Step 2: Develop Action Plans

- Create targeted, actionable steps to address identified issues.
- Assign responsibilities and establish clear timelines for implementation.

Step 3: Implement Changes

- Allocate resources and implement strategies to enact improvements.
- Provide training and support to staff and students as required.

Step 4: Monitor Progress

- Continuously assess the impact of implemented changes.
- Adjust strategies based on ongoing feedback and outcomes.

Step 5: Report Outcomes

- Share results with stakeholders to ensure transparency and maintain accountability.

5. ROLES AND RESPONSIBILITIES

Quality & Accreditation Commission

- Oversees the implementation and monitoring of quality assurance policies and accreditation processes.

SOFL Directorate

- Ensures the availability of resources and support for quality assurance initiatives and accreditation processes.

Academic Board

- Acts as the strategic decision-making body in quality assurance processes and convenes at least twice a year, keeps records of its decisions, and communicates them to relevant stakeholders.

Academic Staff

- Actively participate in evaluations, professional development, and implementation of quality improvement plans.

Students and Stakeholders

- Provide regular feedback and engage in consultations to enhance the quality of education and services.

6. REVIEW AND UPDATES

This handbook will be reviewed annually to ensure relevance and effectiveness. Updates will reflect feedback from stakeholders, regulatory changes, and advancements in language education practices.

7. KEY PERFORMANCE INDICATORS (KPIs)

Area	Indicator	Annual Target
Student Satisfaction	Positive feedback rate in surveys	To be updated after 2025–2026 results
Academic Achievement	Graduation exam pass rate	To be updated after 2025–2026 results
Lesson Quality	Average lesson observation score	To be updated after 2025–2026 results
PDC - Participation	Annual staff training attendance rate	To be updated after 2025–2026 results

8. ANNUAL QUALITY MONITORING PLAN

Activity	Frequency	Responsible Commission/Role
Student Surveys	Each module	Survey Commission
Lesson Observations	Set at each module start	Professional Development Commission (PDC)
PDC Trainings	Set at each module start	SOFL Directorate & PDC
Stakeholder Surveys	Annual	Survey and Documentation Commission
Internal / External Audits	Annual	SOFL Directorate & Quality&Accreditation Commission

Note: *In all activities listed above, the Quality and Accreditation Commission plays an overarching role in coordination, oversight, and support, regardless of the primary responsible unit.*

9. ADDITIONAL QUALITY ASSURANCE PRACTICES

9.1. Risk and Opportunity Management

Risks and opportunities are reviewed annually, and preventive actions are planned.

9.2. Document Control

All quality documents are reviewed and updated regularly to ensure accuracy and consistency.

9.3. Internal Audit

Internal audits are conducted annually to check compliance with quality standards.

9.4. Corrective Actions

Corrective actions are taken when needed, and follow-up is done to prevent recurrence

10. CONCLUSION

This Quality Assurance Policy Handbook reaffirms the commitment of School of Foreign Languages to achieving and maintaining excellence in language education. By leveraging systematic evaluations and fostering a culture of continuous improvement, we aim to provide a superior learning experience for all stakeholders. This handbook serves as a cornerstone of our dedication to quality and transparency in all aspects of our institution.