



BANDIRMA
ONYEDİ EYLÖL
ÜNİVERSİTESİ



School of Foreign Languages

Staff Handbook

BANDIRMA ONYEDİ EYLÖL UNIVERSITY





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This Staff Handbook has been prepared to serve as a practical guide to the academic policies, institutional procedures, and quality standards of the School of Foreign Languages at Bandırma Onyedi Eylül University. It provides academic staff with essential information about the principles, practices, and processes that shape our educational environment while promoting consistency, effective communication, and a shared understanding of institutional expectations.

At the School of Foreign Languages, we are committed to providing high-quality, student-centred language education in line with national and international standards. Guided by the principles of continuous improvement, academic integrity, collaboration, digital transformation, sustainability, and internationalisation, we strive to foster an innovative teaching and learning environment that supports both academic excellence and professional growth.

The success of our School is founded on the professionalism, dedication, and collaborative spirit of its academic staff. Sustaining a strong culture of quality depends on the active engagement and shared commitment of every member of our academic community. Your expertise, experience, and contributions are essential to achieving our institutional goals and strengthening the identity and reputation of the school.

We hope that this handbook will serve as a reliable reference throughout your service at the school, facilitate your integration into our institutional culture, and support you in carrying out your academic responsibilities.

Thank you for your commitment and valuable contributions to the continued success and development of the School of Foreign Languages. I wish you a rewarding, successful, and fulfilling academic career at Bandırma Onyedi Eylül University.

Öğr. Gör. Türkan YILMAZ

Director

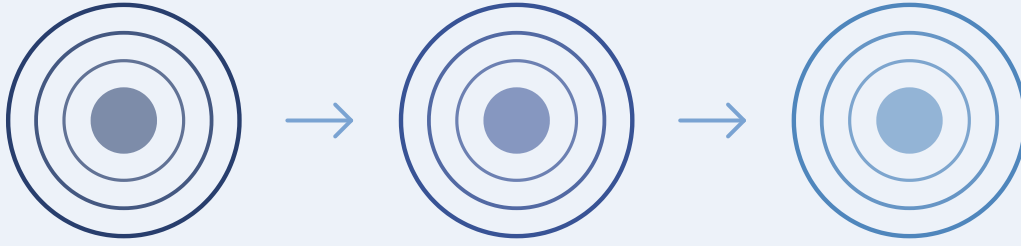
School of Foreign Languages

Bandırma Onyedi Eylül University



**BANDIRMA
ONYEDİ EYLÜL
ÜNİVERSİTESİ**





OUR MISSION

In line with our university's goals of digital transformation, sustainability, and internationalization, our mission is to provide all our Turkish and international students with a modern, student-centered, and innovative foreign language education that enables them to use a foreign language as an effective tool for communication and critical thinking in their academic and professional lives; and to contribute to raising individuals who can think critically, possess intercultural awareness, and hold a strong sense of global and social responsibility.

OUR VISION

Our vision is to be a qualified and innovative School of Foreign Languages that develops foreign language teaching models integrated with digitalization, focused on sustainability, and aligned with international standards. We aim to support interdisciplinary interaction and multicultural learning environments and to add value to our University's national and international visibility by enabling students to use foreign languages effectively in academic, social, and global life. In line with this, the School of Foreign Languages adopts conducting its educational activities within the framework of quality assurance and continuous improvement, driven by student and stakeholder feedback, as its core principle.

QUALITY AT OUR UNIVERSITY



Five-year full institutional accreditation

Bandırma Onyedi Eylül University has been awarded full institutional accreditation for five years by the Higher Education Quality Board (YÖKAK). Our School's commitment to quality assurance and continuous improvement is part of this shared achievement.

OUR CORE VALUES AND PRINCIPLES

Student-Centeredness

As a core principle, BANU SFL adopts placing the student at the center of all educational processes to support their academic, personal, and social development, while integrating their needs, expectations, and feedback into decision-making and continuous improvement processes.

Innovative and High-Quality Education

BANU SFL is committed to delivering innovative, high-quality foreign language education grounded in international standards and contemporary pedagogical approaches that foster critical thinking, communication, collaboration, and problem-solving skills.

Continuous Improvement and Quality Assurance

Embracing a culture of quality assurance across all its operations, BANU SFL prioritizes continuous improvement driven by stakeholder feedback and data-informed evaluations, aiming to ensure sustainable institutional growth.

Digital Transformation and Innovation

BANU SFL prioritizes enriching the learning experience and instilling the competencies required by a changing world through the effective integration of digital technologies and AI-driven applications into educational processes.

Ethical, Participatory, and Responsible Governance

BANU SFL acts in accordance with the principles of academic integrity, fairness, merit, transparency, and accountability. It embraces an inclusive, accessible, and socially responsible governance approach that encourages stakeholder participation.

Internationalization and Intercultural Awareness

BANU SFL contributes to broadening students' global perspectives by fostering respect for diverse cultures and promoting intercultural interaction, while reinforcing an educational framework aligned with international standards.

STAY CONNECTED

Follow School news, events and announcements

 ydyo.bandirma.edu.tr  [@banu.ydyo](https://www.instagram.com/banu.ydyo)  ydyo@bandirma.edu.tr

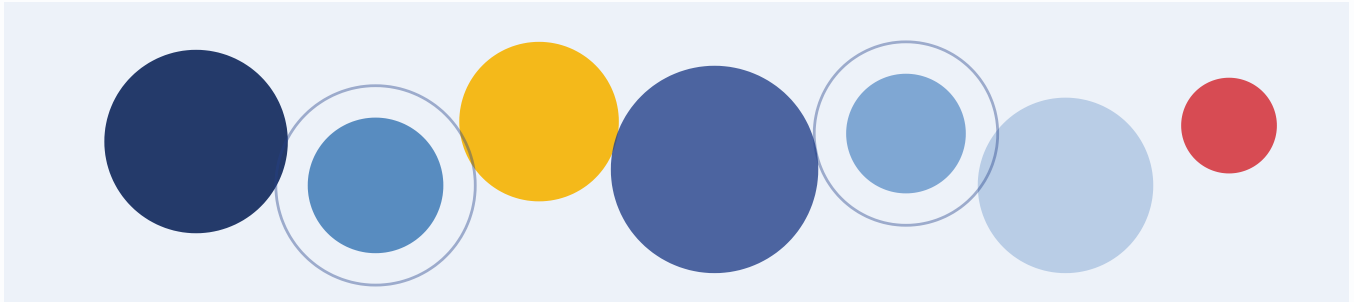


NEWS



INSTAGRAM

GET TO KNOW OUR SYSTEM



CLT

Communicative language teaching

SLA

Second language acquisition

ICC

Intercultural communicative competence

EdTech

ICT and Generative AI (GenAI)

SDGs

UN Sustainable Development Goals

CEFR

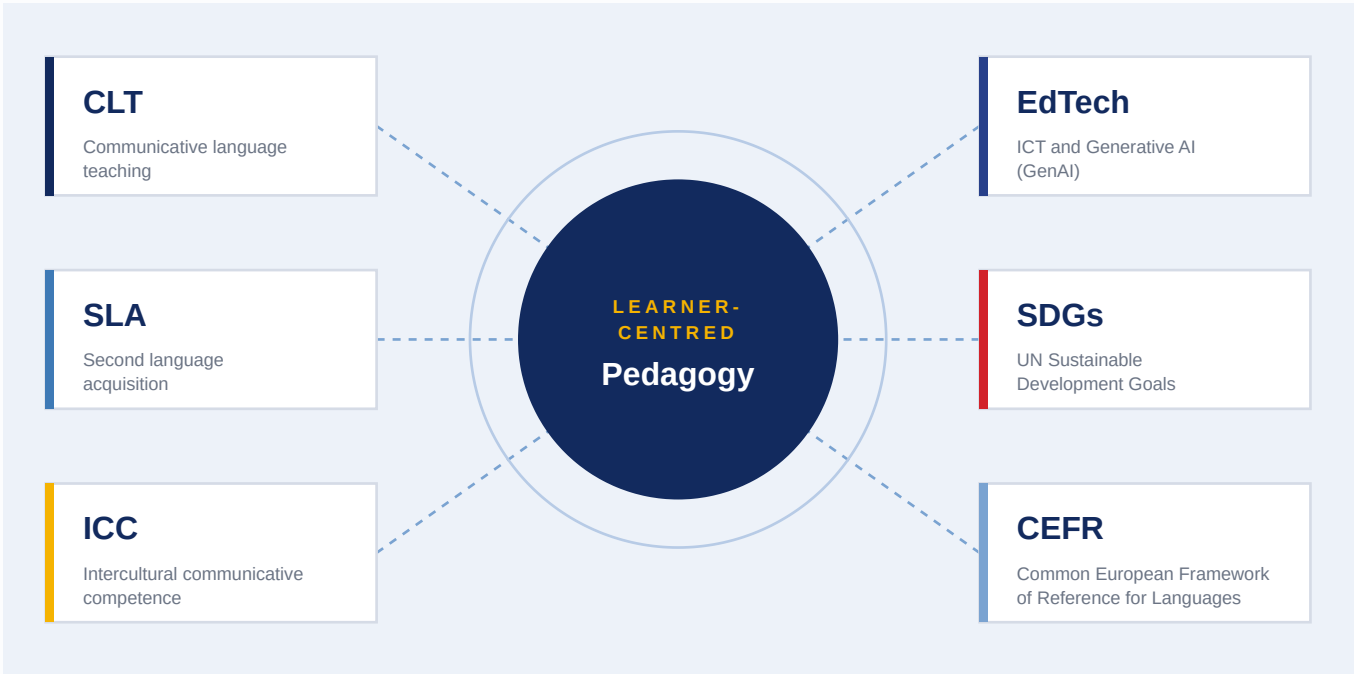
Common European Framework of Reference for Languages

Our instructional framework is built around communicative language teaching (CLT) and a learner-centered pedagogy. We construct an interactive classroom environment where students are routinely engaged in authentic target-language production and meaningful interaction. We hold that second language acquisition (SLA) is optimized when learners assume active agency over their development. Accordingly, our methodology emphasizes task-based, experiential learning to foster learner autonomy, training students to articulate their thoughts, present arguments, and participate in complex discourse with confidence. To bridge classroom practice with real-world application, we embed rich communicative tasks—including presentations, structured debates, and simulations—that prioritize functional language use and peer-to-peer collaboration.

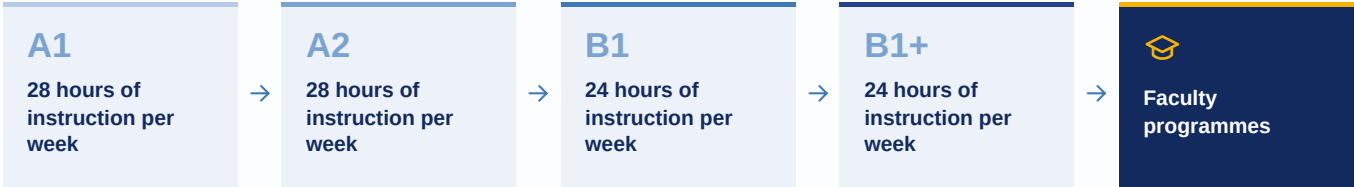
By focusing on communicative competence alongside a supportive, collaborative learning atmosphere, we aim to cultivate both linguistic proficiency and intercultural communicative competence (ICC) needed for an increasingly interconnected world. To meet contemporary educational demands, we integrate core 21st-century skills—such as critical thinking, problem-solving, creative expression, and teamwork—directly into language instruction. We also incorporate Educational Technology (EdTech), leveraging ICT and Generative AI (GenAI) to deliver dynamic, highly interactive learning experiences.

Inclusivity, diversity, and equity remain core values within our academic community, where we actively validate the varied backgrounds and linguistic repertoires of all learners. Furthermore, by linking our curriculum to the United Nations Sustainable Development Goals (SDGs), we encourage students to apply their language skills toward global citizenship and sustainability. Embracing a plurilingual and multicultural outlook, we emphasize cross-cultural empathy and intercultural communication skills. Crucially, our syllabus explicitly integrates linguistic and cultural mediation—whether mediating texts, concepts, or interpersonal communication—reflecting its vital role in modern discourse. Ultimately, our courses are benchmarked against the Common European Framework of Reference for Languages (CEFR), ensuring clear, standardized, and internationally recognized outcomes across all proficiency levels.

OUR FRAMEWORK AT A GLANCE



PROFICIENCY LEVELS IN THE PREPARATORY PROGRAM

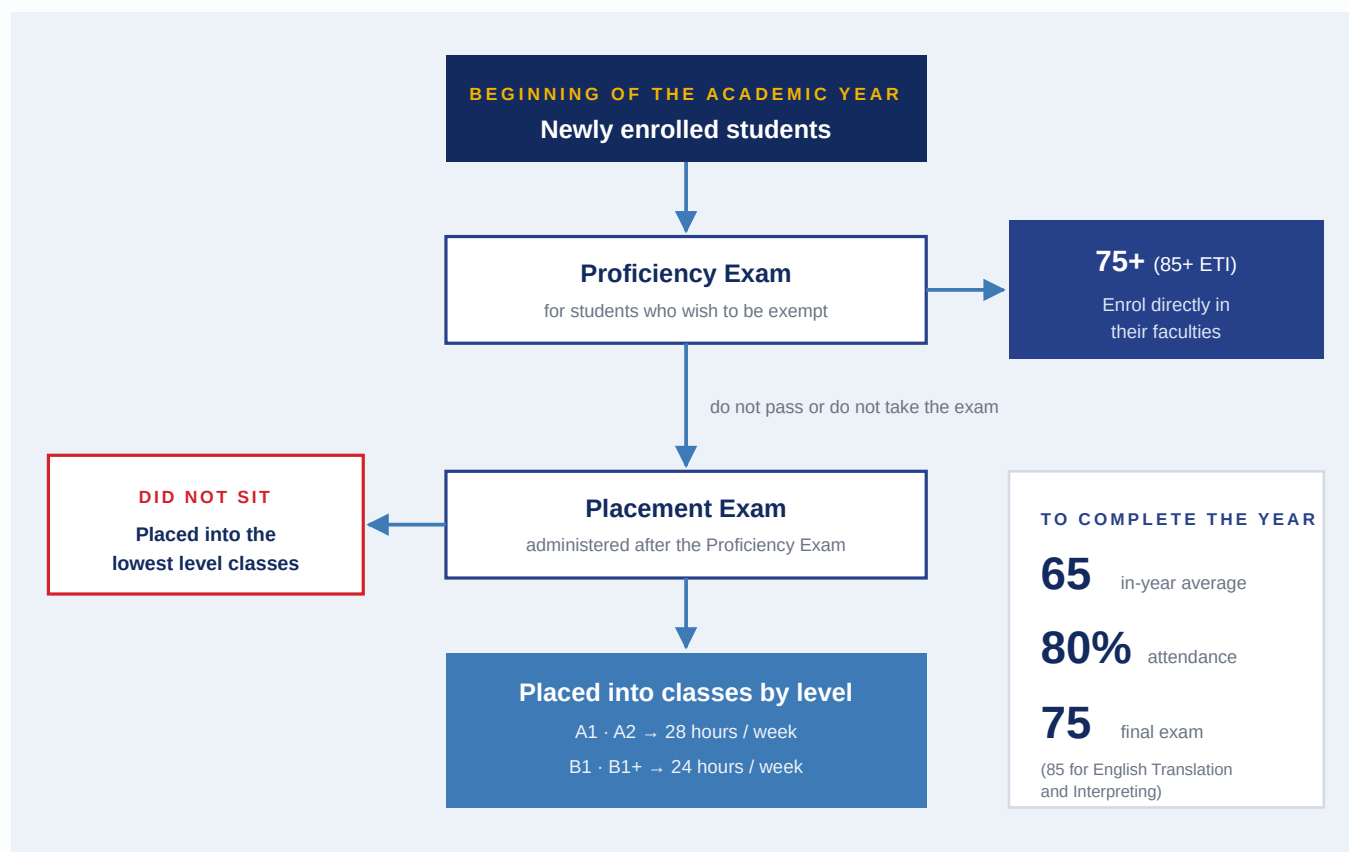


At least 3 different instructors teach in each section. Weekly hours as set out in 04 · Regulations.

1	75 / 85	65	80%
ACADEMIC YEAR — DURATION OF THE COMPULSORY PREPARATORY PROGRAM	PROFICIENCY EXAM SCORE REQUIRED TO ENROL DIRECTLY IN A FACULTY	MINIMUM IN-YEAR AVERAGE SCORE	MINIMUM ATTENDANCE ACROSS THE ACADEMIC YEAR

- The duration of education in the compulsory preparatory program is one academic year.
- Newly enrolled students who wish to be exempt from the preparatory program in their initial academic year may take the Proficiency Exam administered at the beginning of the academic year. Students who score 75 or above (85 or above for the Department of English Translation and Interpreting) qualify to enroll directly in their respective faculties.
- Students who do not pass or do not take the Foreign Language Proficiency Exam are placed into classes based on the results of the Placement Exam administered following the Proficiency Exam. Students who do not sit for the Placement Exam are placed into the lowest level classes.

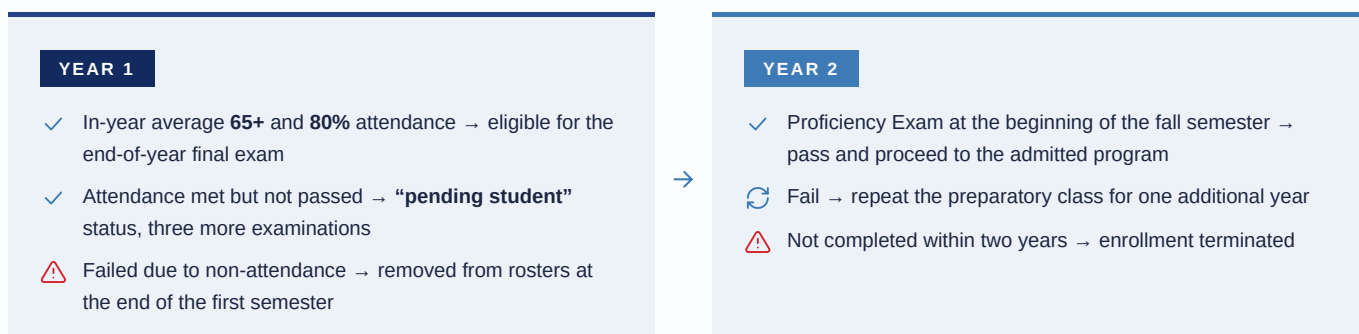
HOW STUDENTS ENTER THE PROGRAM



ETI = Department of English Translation and Interpreting.

- 4 Students who are placed in A1 and A2 level classes receive 28 hours of instruction per week, and students who are placed in B1 and B1+ level classes receive 24 hours of instruction per week, with at least 3 different instructors teaching in each section.
- 5 To successfully complete the compulsory preparatory class, students must maintain an in-year average score of 65 or above and meet the attendance requirement. Students are obligated to attend at least 80% of classes within an academic year. Only students who fulfill these prerequisites are eligible to sit for the end-of-year final exam. Students who score 75 or above (85 or above for the Department of English Translation and Interpreting) qualify to enroll in their respective faculties in the following semester.
- 6 Students who fulfill the attendance requirement but fail to pass at the end of their first year in the preparatory program acquire "pending student" (waitlisted) status. Students in this status are entitled to sit for three more examinations.
- 7 Students who enroll in the compulsory preparatory program upon their initial registration to the University but fail due to non-attendance in that academic year are removed from class rosters at the end of the first semester and forfeit their right to sit for any examinations within that academic year.
- 8 The first examination these students are eligible to take is the Proficiency Exam held at the beginning of the fall semester of the subsequent academic year. Upon passing this exam, they may proceed to their admitted undergraduate programs.
- 9 Students who fail the exam administered at the beginning of the second academic year must repeat the preparatory class for one additional year. The enrollment of students who fail to successfully complete the preparatory program within two years is terminated.

THE PREPARATORY PROGRAM OVER TWO YEARS



A visual summary of items 5–9 above.

INSTRUCTOR INDUCTION PROCESS

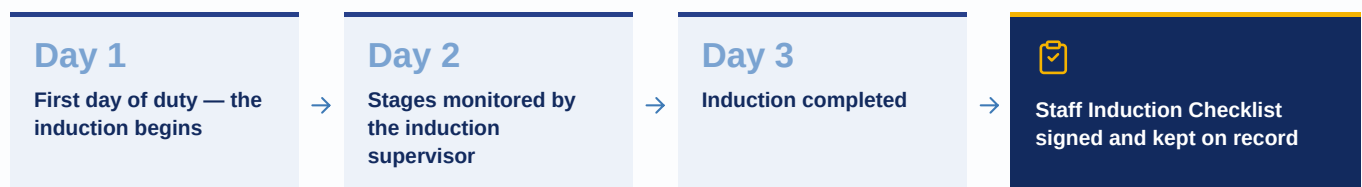
All newly appointed instructors undergo a structured induction process, which begins on their first day of duty and continues for three (3) working days. The process is conducted under the guidance of a designated induction supervisor, who monitors each stage using the Staff Induction Checklist. Upon completion, the checklist is signed and kept on record. The induction process consists of four stages:



1. WELCOME AND INTRODUCTION

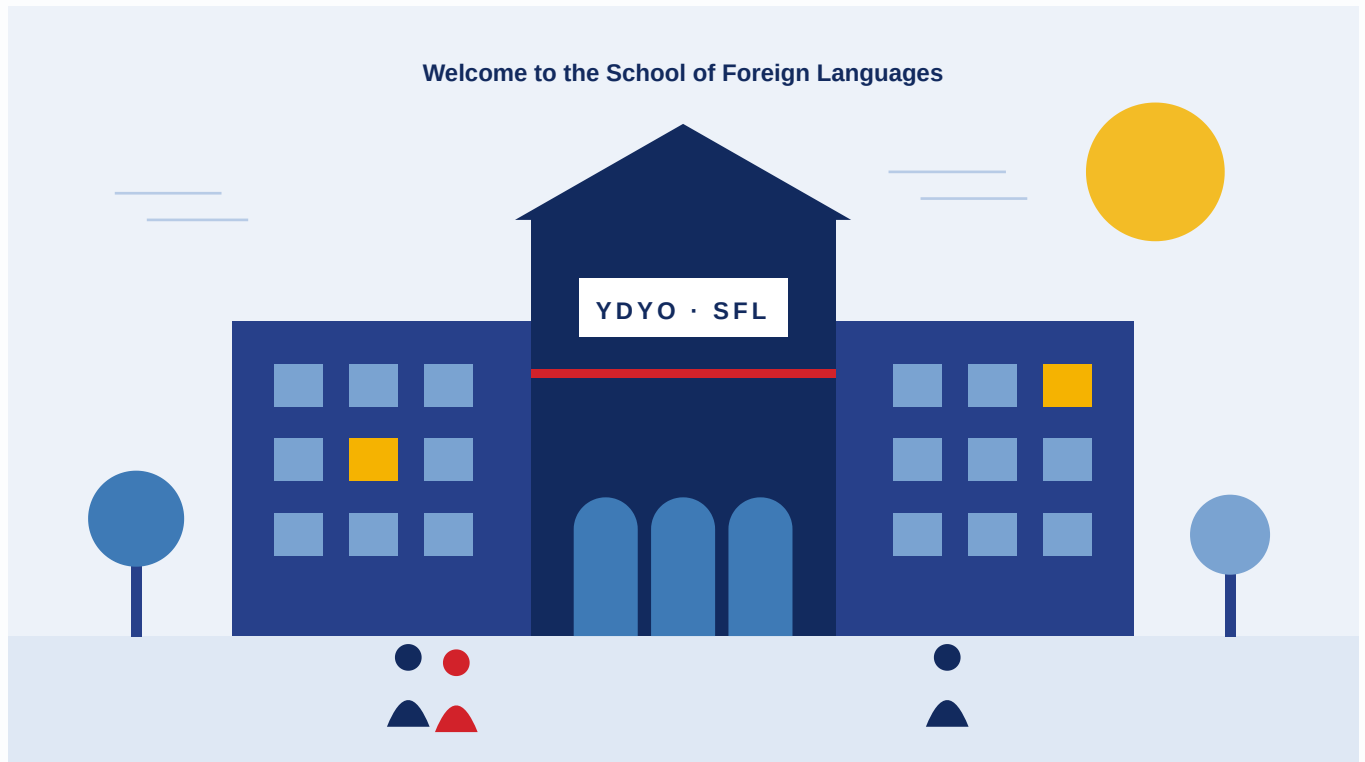
The newly appointed instructor is welcomed at the School and shown their workspace. They are introduced to the unit administrators and to the academic, administrative, technical, security, and support staff.

THREE WORKING DAYS, ONE CHECKLIST



A workplace tour is conducted, covering:

 The administrative services floor	 Common and rest areas	 Fire extinguishing equipment and emergency exits
 The fire alarm control panel	 First-aid equipment	 The cafeteria and dining facilities
 Telephone and photocopy facilities	 Recycling and waste disposal areas	 The campuses and buildings of the University where relevant



The workplace tour is part of **Stage 1 · Welcome and Introduction**. Illustration.

2. INFORMATION

The newly appointed instructor is informed about:

 THE UNIVERSITY AND THE SCHOOL	the history, mission, vision, goals, and core values of the University and the School,
 SENIOR ADMINISTRATORS	the senior administrators of the University and the School,
 HOW THE SCHOOL WORKS	the functioning of the School, including its organizational chart, sub-units, and the units it works in coordination with,
 RIGHTS AND RESPONSIBILITIES	their rights and responsibilities as a staff member,
 ÜBYS	the University Information Management System (ÜBYS), through which official correspondence and notifications are conducted, including the creation of their user account,
 YÖKSİS AND THE IDENTITY SYSTEM	the YÖKSİS system and the University Identity System (kimlik.bandirma.edu.tr), where fields of study and student consultation (office) hours are entered,
 WORKING HOURS AND LEAVE	working hours and leave procedures,
 DECLARATIONS	the submission of Family Assistance and Family Status Declarations via the e-Government system, and of Declarations of Property via the Personnel Information System (PBİS),
 SERVICES AVAILABLE TO STAFF	services available to staff, including communication, transportation, meal services, institutional e-mail accounts, staff ID cards, the Staff Distance Education Platform, and the Presidential Distance Education Platform.

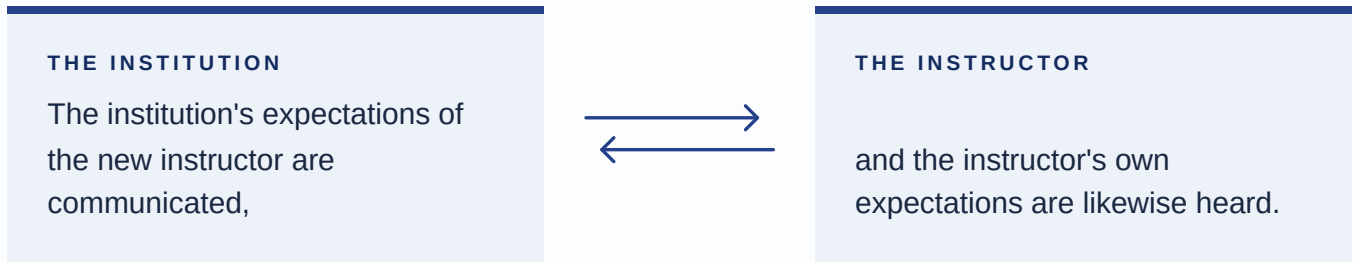
3. DEFINITION OF DUTIES AND RESPONSIBILITIES

The instructor's job description is explained, and their position within the organizational structure is clarified.

They are informed of:

1	2	3
the authority and responsibilities entailed by their post,	their immediate supervisors,	and the equipment they will use within the scope of their duties.

4. EXPECTATIONS



The induction process concludes with a mutual exchange of views, and the instructor is invited to share suggestions for the improvement of the induction program.

5. CLASSROOM OBSERVATIONS

As part of the induction process,

classroom observations are conducted through the Professional Development Unit



in order to support the new instructor's adaptation to the School's teaching practices



and to provide constructive feedback.

For detailed information regarding the classroom observations and professional development interventions, see page 20: 'Continuous Professional Development'.



All members of staff at the School of Foreign Languages are expected to observe the principles of professional conduct set out below. These principles form the basis of a respectful, fair, and effective working environment and reflect the values our School seeks to uphold in all of its activities.



**Professionalism
in teaching**



**Relations with
students**



**Relations among
colleagues**



Confidentiality



**Representing the
School**

Professionalism in teaching lies at the heart of our work. Instructors are expected to start and end their classes on time, to use class hours effectively, and to plan and deliver their lessons in line with the curriculum and the weekly course schedule. Instructors are also expected to follow the announcements of the School regularly and to fulfil the duties assigned to them by the Directorate, the Head of Department, or the unit or office which they are a part of.

In their relations with students, all staff members are expected to act fairly, respectfully, and impartially. No form of discrimination is tolerated at our School. As educators, instructors serve as role models for their students in terms of both professional and ethical conduct; accordingly, communication with students should always be carried out through institutional channels and within professional boundaries.

A healthy institutional culture depends on the quality of relations among colleagues. Staff members are therefore expected to communicate with one another in a spirit of courtesy, cooperation, and mutual respect, to express differences of opinion constructively and through appropriate channels, and to contribute their share to teamwork and institutional duties with a strong sense of responsibility.

Confidentiality is an essential element of professional practice. Student grades, personal data, and institutional records must be protected in accordance with the Law on the Protection of Personal Data (KVKK). Likewise, exam materials and documents must be handled with strict confidentiality before, during, and after examinations, and academic integrity must be upheld in all assessment processes.

Finally, all staff members represent the School not only within the institution but also beyond it. Due care and diligence are therefore expected when representing the School in events, meetings, and on social media. Institutional resources and equipment entrusted to staff members should be used responsibly and for work-related purposes.

Matters of discipline concerning academic and administrative staff are governed by the relevant provisions of Law No. 2547. Matters of discipline are governed by the relevant national legislation. For academic staff, disciplinary matters are subject to Article 53 of the Higher Education Law No. 2547, which defines disciplinary offences, the corresponding sanctions, and the procedures to be followed in disciplinary investigations. For administrative staff holding civil servant status, the provisions of Article 125 of the Civil Servants Law No. 657 apply. Personnel employed under an employment contract, other than teaching staff, are subject to the Labour Law No. 4857 and to the terms of their individual or collective employment contracts. All staff members are expected to be familiar with the legislation applicable to their position; the full texts of these laws are available at www.mevzuat.gov.tr.

WHO	GOVERNING LEGISLATION
Academic staff	Article 53 of the Higher Education Law No. 2547 — disciplinary offences, sanctions and investigation procedures
Administrative staff (civil servant status)	Article 125 of the Civil Servants Law No. 657
Personnel on an employment contract (other than teaching staff)	the Labour Law No. 4857 and the terms of their individual or collective employment contracts
Full texts	www.mevzuat.gov.tr

STUDENT ATTENDANCE

80%

OF CLASS HOURS A STUDENT MUST ATTEND ACROSS THE ACADEMIC YEAR

Every hour

ATTENDANCE IS CHECKED IN EVERY CLASS HOUR

Weekly

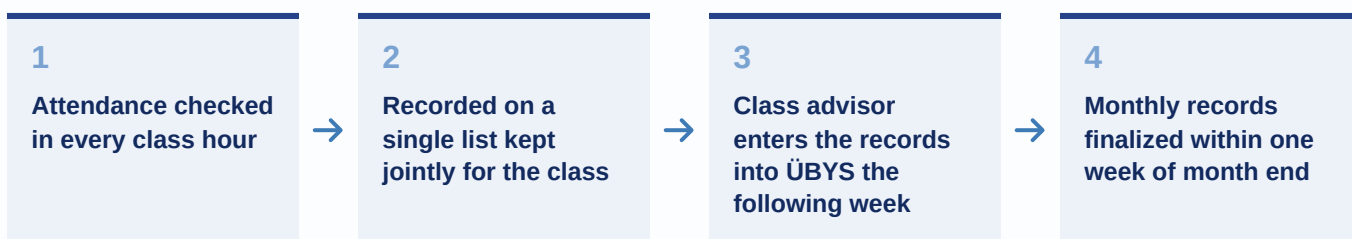
ADVISORS ENTER RECORDS INTO ÜBYS THE FOLLOWING WEEK

1 week

MONTHLY RECORDS ARE FINALIZED WITHIN A WEEK OF MONTH END

Regular attendance is an essential requirement of the Preparatory Program and a key condition of student success. In accordance with the Bandırma Onyedi Eylül University Regulation on Foreign Language Education and Examinations, students are required to attend at least 80% of class hours throughout the academic year. The maximum period of absence applicable to each level is announced to students at the beginning of the relevant academic year.

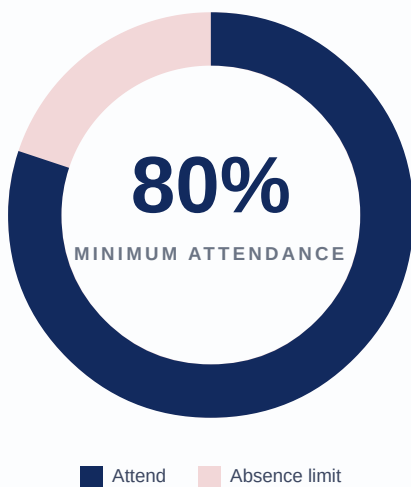
Monitoring student attendance is among the professional responsibilities of instructors. Attendance is checked in every class hour by the instructors teaching the class. In practice, all instructors teaching a given class record the absences of that class on a single attendance list, which is kept jointly for the class. The class advisor then enters the attendance records collected on this list into the University Information Management System (ÜBYS) at the beginning of the following week. Monthly absence records are finalized in the system no later than one week after the end of each month. Accurate and timely record-keeping is of particular importance, as these records constitute the official basis for determining whether a student has fulfilled the attendance requirement.



Class advisors also inform the students in their classes about attendance-related rules, announcements, and procedures throughout the academic year. In cases where students are temporarily assigned to another class when an instructor is on sick leave and classes cannot be held for ten hours or more, attendance continues to be recorded by the instructors of the classes to which the students have been assigned.

Students who exceed the permitted absence limit fail the Preparatory Program due to absenteeism. In accordance with the Regulation, such students are removed from the class lists and lose the right to take the examinations held within the academic year in which they are registered. The first examination these students may take is the Foreign Language Proficiency Exam (YYSS) administered at the beginning of the fall semester of the following academic year. Furthermore, students who fail due to absenteeism in their first year are required to attend classes in their second year and are subject to the same rules as newly registered students.

ATTENDANCE AT A GLANCE



The maximum period of absence for each level is announced at the beginning of the academic year.

IF THE LIMIT IS EXCEEDED

- 1 The student fails the Preparatory Program due to absenteeism.
- 2 The student is removed from the class lists.
- 3 The right to take the examinations held within that academic year is lost.
- 4 First available exam: the Foreign Language Proficiency Exam (YYSS), at the beginning of the next fall semester.
- 5 In the second year, the student attends classes under the same rules as newly registered students.

ABSENTEEISM FROM WORK

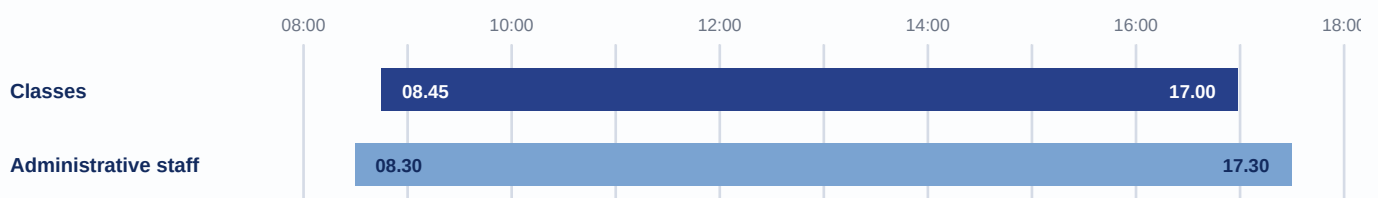
All members of staff are expected to be present and on duty during their designated working hours. For instructors, working hours during active teaching periods are determined according to the course schedules of the relevant academic year and the duties assigned within units and offices; classes are held between 08.45 and 17.00. For administrative staff, working hours are 08.30–17.30, as determined by the Governorship. Administrative staff who need to start work late due to an excuse must inform the Secretary of the School in advance.

WHO	WORKING HOURS
Instructors	Determined by the course schedules of the academic year and the duties assigned within units and offices — classes are held between 08.45 and 17.00
Administrative staff	08.30 – 17.30 , as determined by the Governorship. Those starting late for an excuse must inform the Secretary of the School in advance

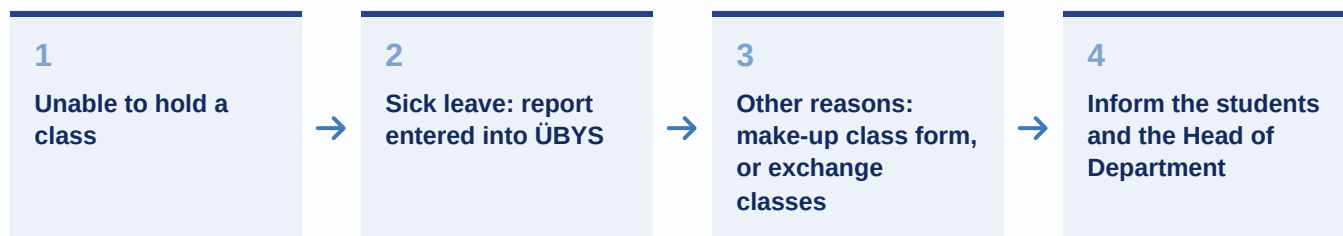
In the event of illness, staff members who obtain a medical report are required to enter their report into the University Information Management System (ÜBYS). Instructors are not paid additional course fees for the days covered by a medical report. Upon returning to duty, administrative staff must submit their medical reports to the Secretary's Office of the School as soon as possible.

Where an instructor is on sick leave and ten or more class hours cannot be held, the students of the class concerned are distributed among other classes by the Head of Department. The attendance of these students continues to be recorded by the instructors of the classes to which they have been assigned. On the day the instructor returns to duty, the students resume their lessons in their own class.

THE WORKING DAY



An instructor who is unable to hold classes on a given day for reasons other than sick leave may offer make-up classes. Before doing so, the instructor must complete the make-up class form. Alternatively, an instructor may exchange classes with another instructor for the days on which they are excused. In such cases, the instructor is responsible for informing the students of the change and must also notify the Head of Department.



All leave and assignment procedures are carried out through the University Information Management System (ÜBYS). Staff members may use their annual and administrative leave in accordance with the relevant legislation. However, in order to ensure that the workload arising from absences is shared fairly, annual leave in particular is granted within the framework of a schedule. Unexcused absence from work constitutes a disciplinary matter and is subject to the provisions of the relevant legislation referred to in the Code of Professional Practice.

ABSENCE AND LEAVE AT A GLANCE



Medical report

Entered into ÜBYS. No additional course fees are paid for the days covered. Administrative staff submit their reports to the Secretary's Office on return.



Sick leave of ten or more class hours

Students are distributed among other classes by the Head of Department and return to their own class when the instructor is back on duty.



Annual and administrative leave

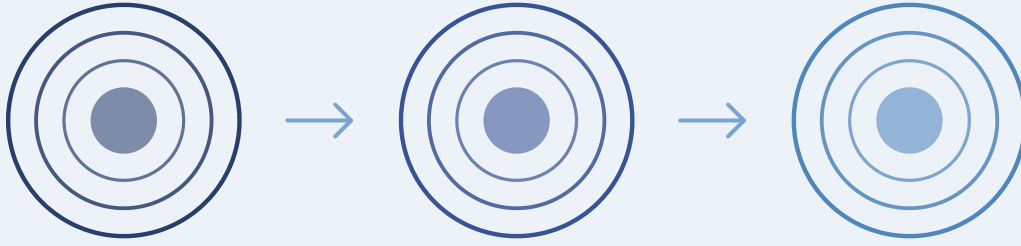
Carried out through ÜBYS. Annual leave in particular is granted within a schedule so that the workload is shared fairly.



Unexcused absence

A disciplinary matter, subject to the legislation referred to in the Code of Professional Practice.

See also **16 · FAQ** — “How do I request annual leave?”



The Professional Development Policy of the School of Foreign Languages has been established to create a systematic, sustainable, and institutionally supported framework that promotes the continuous academic and professional growth of all instructors. The policy aims to enhance the overall quality of teaching, strengthen collaboration among instructors, encourage reflective teaching practices, and contribute to the development of the School's academic capacity through structured learning, experience sharing, research, observation, and continuous improvement. It applies to all instructors working at the School of Foreign Languages, who are expected to participate actively and responsibly in the professional development activities planned throughout the academic year. The Professional Development Commission is responsible for coordinating, monitoring, documenting, and evaluating these activities in line with institutional priorities and instructors' professional needs. The framework is based on the principles of lifelong learning, reflective practice, collaborative academic culture, evidence-based pedagogical improvement, institutional knowledge sharing, and the practical implementation of newly acquired knowledge and skills.



Self-development activities



**Community-based
professional learning
activities**



**Observation and reflective
practice**

2SELF-DEVELOPMENT ACTIVITIES
PER SEMESTER**2**INTERNAL PROFESSIONAL
DEVELOPMENT ACTIVITIES PER
SEMESTER**1 + 1**ONE OFFICIAL AND ONE PEER
CLASSROOM OBSERVATION PER
SEMESTER

Professional development activities are organized under three main areas: self-development activities, community-based professional learning activities, and observation and reflective practice. Self-development activities are intended to support instructors' individual academic, disciplinary, and pedagogical development. Within this scope, instructors are encouraged to attend national or international conferences, webinars, seminars, and professional training programs; complete relevant certificate programs; conduct, present, or publish academic research; follow current literature in foreign language education; and participate in other learning opportunities that contribute to their professional expertise. Each instructor is expected to participate in at least two self-development activities per semester and, where applicable, to share the knowledge and experience gained through these activities with colleagues.

Community activities focus on strengthening collaboration, collegial learning, and institutional development. These activities may include material development, exam preparation, curriculum and syllabus development, editorial or academic work, professional reading groups, "Better Together" meetings, experience-sharing sessions, collaborative planning meetings, and in-house workshops delivered by instructors. Through such activities, instructors are expected not only to improve their own professional knowledge but also to contribute actively to the collective academic capacity of the institution. Each instructor should participate in at least two internal professional development activities per semester.

Observation and reflective practice constitute another essential component of the professional development framework. Classroom observations are designed to provide instructors with constructive feedback, support self-evaluation, identify effective teaching practices, and determine areas that may require further development. Observation practices may include previously announced observations, unannounced observations, peer observations, and reflection based on video-recorded lessons. These activities are not intended solely as mechanisms of supervision or performance control; rather, they are regarded as opportunities for professional dialogue, mutual learning, reflection, and improvement. Each instructor is expected to participate in one official classroom observation and one peer observation per semester. Following the observation process, instructors should reflect on the feedback received, identify concrete areas for improvement, and integrate appropriate changes into their teaching practice. The observation process should be conducted in a professional, respectful, transparent, and development-oriented manner, with due attention to confidentiality and constructive communication.

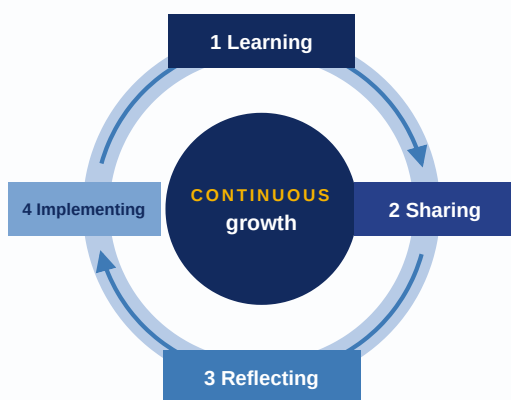
The professional development system operates through a continuous cycle consisting of learning, sharing, reflecting, and implementing. During the learning stage, instructors acquire new knowledge and skills through research, training, reading, observation, and professional interaction. During the sharing stage, they communicate this knowledge to colleagues through workshops, meetings, presentations, collaborative discussions, or the development of instructional materials. During the reflection stage, instructors evaluate their classroom practices, student learning processes, and the effectiveness of the strategies they use, drawing on observation feedback, student feedback, assessment results, and their own professional reflections. During the implementation stage, the knowledge and insights gained are transformed into concrete classroom practices, revised materials, improved assessment procedures, or new teaching strategies. The results of these practices are then reviewed, allowing the cycle to begin again and ensuring that professional learning leads to measurable and sustainable improvements in teaching quality. The visual framework presented on the first page of the policy similarly positions self-development, community activities, and observation and reflection around the central cycle of learning, sharing, reflecting, and implementing, while emphasizing reflective practice, collaborative culture, and continuous growth as the foundations of professional development.



The Professional Development Commission is responsible for identifying professional development needs, preparing annual activity plans, coordinating workshops and seminars, supporting instructor-led initiatives, monitoring participation, collecting relevant documentation, and evaluating the overall effectiveness of the professional development process. The Commission may use instructor feedback, classroom observation findings, student feedback, assessment data, institutional priorities, quality assurance requirements, and developments in foreign language education when determining professional development activities. Instructors, in turn, are responsible for participating actively in planned activities, engaging in collaborative professional learning, maintaining evidence of their participation, reflecting on their own teaching practices, sharing relevant knowledge with colleagues, and implementing appropriate improvements in their courses. Professional development should therefore be understood as a shared institutional responsibility in which both the Commission and instructors contribute to the creation of a supportive, participatory, and improvement-oriented academic culture.

Participation in professional development activities will be documented regularly by the Professional Development Commission. Documentation may include certificates, participation records, workshop materials, attendance forms, classroom observation reports, peer observation forms, reflective reports, presentation files, research outputs, and evidence of material or curriculum development. These records will be used to monitor individual and institutional participation, identify professional development needs, evaluate the effectiveness of the activities conducted, and support the School's quality assurance, accreditation, strategic planning, and continuous improvement processes. At the end of each academic year, the professional development activities carried out may be reviewed in terms of participation, relevance, effectiveness, and contribution to teaching quality. The findings obtained from this evaluation should inform the planning of the following academic year. In this way, the Professional Development Policy aims to establish a dynamic and sustainable system in which instructors continuously improve their professional competencies, collaborate with colleagues, reflect critically on their practices, and contribute actively to the academic and institutional development of the School of Foreign Languages.

THE CYCLE AND ITS EVIDENCE



Documentation may include:

Certificates

Participation records

Workshop materials

Attendance forms

Observation reports

Peer observation forms

Reflective reports

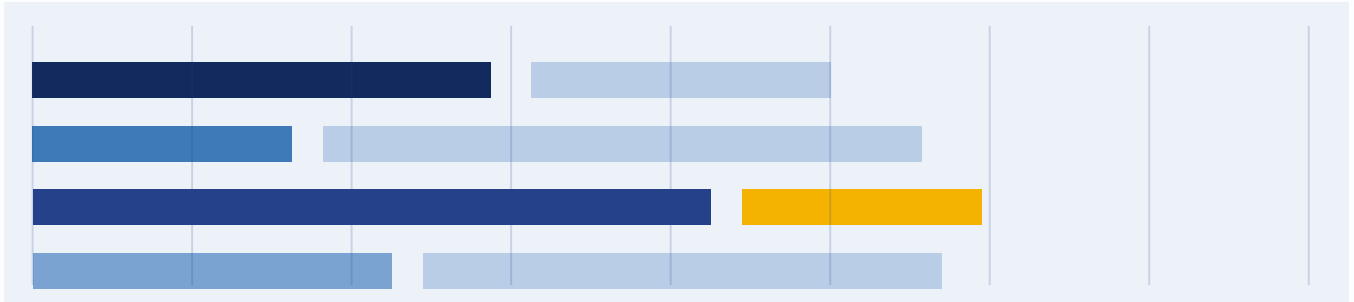
Presentation files

Research outputs

Material / curriculum work

Used to monitor participation, identify needs, evaluate effectiveness, and support quality assurance, accreditation, strategic planning and continuous improvement.

LESSON TIMETABLE



The lesson timetable is prepared by the School Administration before the beginning of each academic term, taking into consideration the academic calendar, curriculum requirements, class levels, available classrooms, instructors' teaching loads, and institutional needs. Lessons are generally scheduled between 08:45 and 14:25 on weekdays; however, teaching hours may be revised when necessary due to academic, administrative, or institutional requirements. Instructors are expected to check their timetables carefully and follow the announced schedule throughout the semester.

08:45–14:25

WHEN LESSONS ARE GENERALLY SCHEDULED, ON WEEKDAYS

School Administration

APPROVES EVERY PERMANENT OR TEMPORARY CHANGE

Latest version

THE MOST RECENTLY ANNOUNCED TIMETABLE IS THE VALID ONE

Lessons must begin and end at the designated times. Instructors should arrive in the classroom on time, complete attendance procedures, and use the lesson period effectively in accordance with the syllabus, pacing schedule, and learning outcomes. Any permanent or temporary timetable changes may only be made with the approval of the School Administration. Instructors should not independently exchange lessons, classrooms, or teaching hours without prior authorization.

When a timetable change is required because of examinations, official meetings, institutional events, public holidays, classroom availability, or other administrative reasons, instructors will be informed through official communication channels. They are responsible for regularly checking institutional emails, UBYS announcements, and other communication platforms used by the School.

In cases of illness, official leave, or another unavoidable absence, instructors must notify the relevant administrator or coordinator as soon as possible and follow the established procedures regarding leave, lesson substitution, or make-up classes. Any make-up lesson must be planned in coordination with the School Administration and communicated to students in advance.

Instructors are also expected to check classroom information carefully, particularly when courses are held in different buildings or rooms. Changes in classroom allocation should be followed through official announcements. At the end of each lesson, instructors should ensure that classroom equipment is used appropriately, technological devices are switched off when necessary, and the classroom is left ready for the next group.

The timetable may be revised during the semester when required by academic or administrative circumstances. In such cases, the most recently approved and officially announced timetable will be considered valid.

A TYPICAL TEACHING WEEK

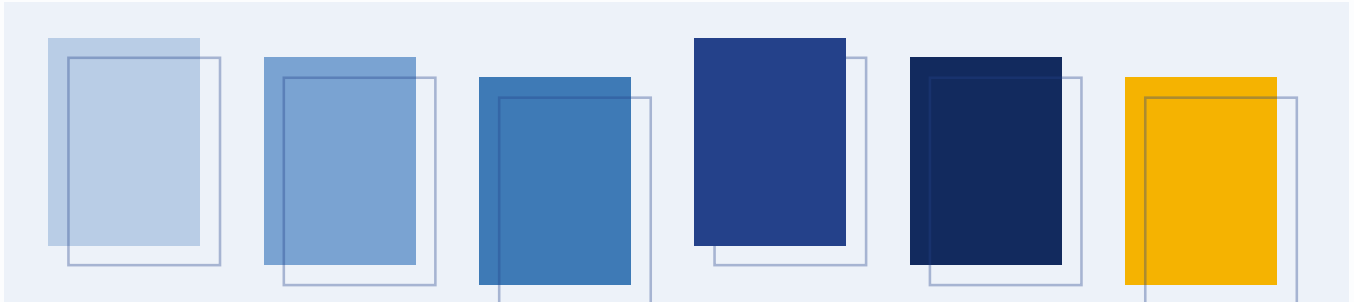
	MON	TUE	WED	THU	FRI
08:45	Class A · R101	Class B · R204		Class A · R101	
			Class C · R110	Exam duty	
		Class B · R204	Class C · R110		Class A · R101
14:25					

Illustrative only — lessons are generally scheduled between **08:45 and 14:25** on weekdays; always follow the most recently announced timetable.

BEFORE YOU LEAVE THE CLASSROOM

 Equipment used appropriately	 Devices switched off when necessary	 Room ready for the next group
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ASSESSMENT & PROCTORING



Assessment Procedures and Examinations are prepared by the Testing and Assessment Unit in accordance with predetermined academic, pedagogical, and administrative principles. During the test-development process, exam content is aligned with the relevant curriculum, pacing schedule, course learning outcomes, target proficiency level, and previously covered content. Questions are reviewed in terms of clarity, level appropriateness, content coverage, technical accuracy, scoring criteria, and overall balance. Where necessary, proofreading, moderation, standardization, and revision procedures are carried out before the examination is administered.



Following the administration of examinations, assessment results are reviewed systematically. Item analysis may be conducted to examine factors such as item difficulty, item discrimination, answer distribution, and the overall performance of the test. The findings are used to identify potentially problematic questions, improve future examinations, support evidence-based decision-making, and strengthen the validity and reliability of the assessment system. When an item is found to be unclear, technically problematic, or statistically weak, the Testing and Assessment Unit evaluates the issue and takes the necessary action in accordance with institutional procedures in accordance with Programme and Material Development Unit.

Assessment include quizzes, progress tests, proficiency examinations, writing and speaking assessments, portfolio tasks, online assignments, projects, and other forms of continuous assessment. All assessment procedures are carried out in accordance with the academic calendar, applicable regulations, course learning outcomes, and the principles determined by the Testing and Assessment Unit. Instructors are expected to follow the announced assessment schedule, administer all assessment components consistently, and inform students clearly about the relevant procedures, criteria, and deadlines.

To support transparency, student learning, and assessment reliability, examinations are reviewed with students after the grading process has been completed and the necessary security procedures have been observed. During exam review sessions, students are given an opportunity to examine their performance, understand their mistakes, and receive clarification regarding the questions and assessment criteria. Such reviews must be conducted under the supervision of the responsible instructor and in accordance with the instructions of the Testing and Assessment Unit. Original examination documents, answer keys, and confidential materials must not be copied, photographed, circulated, or removed from the designated review environment.

All examination materials are confidential. Instructors must protect the security of exam papers, answer keys, rubrics, student lists, and digital assessment documents before, during, and after the examination process. Exam materials must not be shared with unauthorized persons, copied for personal use, or removed from designated areas without permission. Any suspected breach of examination security must be reported immediately to the School Administration or the Testing and Assessment Unit.

Instructors assigned as proctors are expected to arrive at the designated examination room before the announced starting time, collect the necessary exam materials, and check the room arrangement. Before the examination begins, proctors should verify student identities, explain the examination rules, ensure that unauthorized materials and electronic devices are removed, and distribute the exam papers according to the instructions provided. Examinations must begin and end at the officially announced times, and students should be treated consistently and fairly in all examination rooms.

During the examination, proctors must remain attentive, avoid using mobile phones or engaging in unrelated activities, and monitor the room continuously. They should not provide explanations that may guide students toward an answer unless a formal clarification has been approved for all examination rooms. Any irregularity, technical problem, suspected academic misconduct, or student health issue must be recorded and reported in accordance with institutional procedures.

At the end of the examination, proctors are responsible for collecting and counting all exam papers, answer sheets, attendance documents, and other materials before students leave the room. The materials must then be delivered promptly to the designated office or responsible staff member. Examination documents should not be left unattended in classrooms, staff rooms, vehicles, or other unsecured locations.

Grading must be conducted objectively and in accordance with the approved answer key, rubric, and assessment criteria. Where double marking, second grading, or standardization procedures are required, instructors must follow the relevant instructions and complete the process within the announced timeframe. Any scoring discrepancy, problematic item, or uncertainty concerning the answer key should be reported to the Testing and Assessment Unit before final grades are entered or announced.

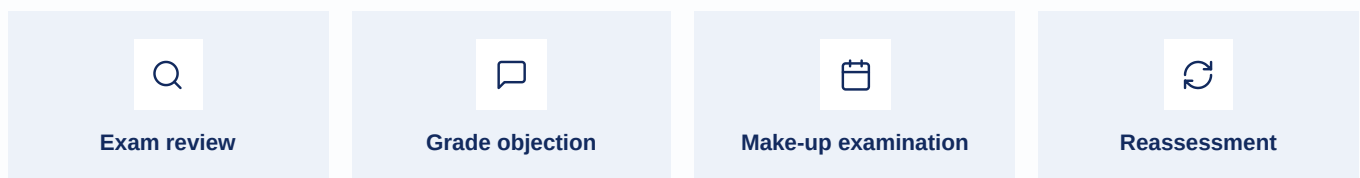
Instructors are responsible for entering grades accurately into the relevant institutional system and checking all entries before publication. Assessment results and student performance information are confidential and must not be disclosed to unauthorized individuals. Any request for an exam review, grade objection, make-up examination, or reassessment must be handled in accordance with the applicable regulations and official institutional procedures.

FROM EXAM ROOM TO PUBLISHED GRADE



Never leave examination documents unattended — in classrooms, staff rooms, vehicles or other unsecured locations.

HANDLED THROUGH OFFICIAL PROCEDURES ONLY



The assessment system of the English Preparatory Program is designed to evaluate students' academic progress continuously throughout the year rather than relying on a single examination. Assessment is conducted through a combination of quizzes, participation grades, progress assessments, presentations, portfolio tasks, and classroom-based writing activities. Instructors are expected to administer each component consistently, follow the announced assessment calendar, apply the relevant criteria objectively, and complete grading and grade-entry procedures within the specified deadlines.

The annual assessment system consists of 17 assessment components, which together constitute 100% of the year-in grade. These components are distributed across different assessment types in order to evaluate students' language development, classroom participation, productive skills, continuous study habits, and overall academic progress from multiple perspectives.

QUIZZES

Four quizzes are administered during the academic year. Each quiz contributes 5% to the overall year-in grade, meaning that quizzes account for a total of 20%.

Quizzes are generally used to assess recently covered learning outcomes, language structures, vocabulary, reading, listening, writing, or other course-related skills. Instructors are responsible for informing students about the relevant content and procedures, administering the quizzes in accordance with the instructions of the Testing and Assessment Unit, and ensuring that all students are treated consistently.

The quiz components are:

Quiz 1	5%
Quiz 2	5%
Quiz 3	5%
Quiz 4	5%

Instructors should not independently change quiz dates, content, weighting, administration procedures, or scoring criteria without approval. Any student absence, technical issue, suspected misconduct, or irregularity must be reported through the relevant institutional procedure.

CLASS PARTICIPATION

Two class participation grades are included in the assessment system. Each participation grade contributes 5%, corresponding to a total of 10% of the year-in grade.

Class participation should be evaluated systematically and based on observable evidence rather than general impressions. Instructors may consider students' attendance, preparedness, active involvement in classroom tasks, completion of assigned activities, contribution to pair and group work, use of the target language, and responsible classroom behaviour.

Participation criteria should be communicated clearly to students at the beginning of the assessment period.

The participation components are:

Class Participation 1	5%
Class Participation 2	5%

Instructors should maintain appropriate records to support the grades assigned. Participation grades should not be used as arbitrary reward or punishment and should reflect students' actual engagement with the learning process.

PROGRESS TESTS

Three progress tests are administered during the academic year. Each contributes 10%, making progress assessments the largest single category in the system with a total weight of 30%.

These assessments are intended to measure students' cumulative achievement in relation to the curriculum, pacing schedule, course outcomes, and target proficiency level. They may include multiple language skills and are prepared and administered within the framework established by the Testing and Assessment Unit.

The progress assessment components are:

Progress Test 1	10%
Progress Test 2	10%
Progress Test 3	10%

Instructors may be assigned duties related to test preparation, proofreading, moderation, proctoring, grading, second grading, standardization, or exam review. All such duties must be completed carefully and within the announced schedule. Any problematic item, scoring inconsistency, ambiguity, or suspected error must be reported to the Testing and Assessment Unit before grades are finalized.

PRESENTATIONS

Four presentation grades are included in the assessment system. Each presentation contributes 5%, amounting to a total of 20%.

Presentations are used to assess students' speaking performance, organization, fluency, accuracy, pronunciation, interaction, use of content, and ability to communicate appropriately for their level. Presentation tasks should be aligned with the learning outcomes and target level of the relevant class.

The presentation components are:

Presentation 1 — In-class Personal Presentation	5%
Presentation 2 — The International Day Performance	5%
Presentation 3 — In-class Personal Presentation	5%
Presentation 4 — The Short Movie Contest Performance	5%

Instructors must use the approved task instructions, rubrics, and scoring criteria. Where standardization or double assessment is required, instructors are expected to participate in the relevant meetings and apply the agreed criteria consistently. Grades should be supported by assessment records and should not be based solely on general classroom impressions.

PORTFOLIO ASSESSMENT

The portfolio category consists of four components, each worth 5%, making a total contribution of 20% to the year-in grade. Portfolio assessment combines online assignments and in-class writing activities in order to monitor students' continuous work and development over time.

The portfolio components are:

Portfolio 1 – Online Assignment — 1st Term	5%
Portfolio 2 – In-class Writing Activities — 1st Term	5%
Portfolio 3 – Online Assignment — 2nd Term	5%
Portfolio 4 – In-class Writing Activities — 2nd Term	5%

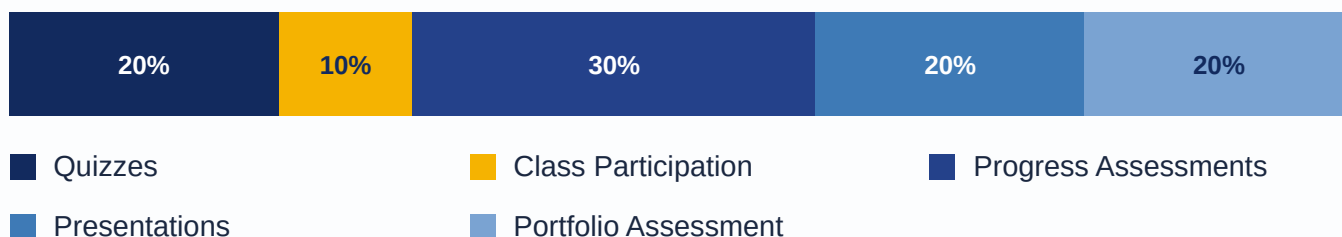
Online assignment grades should be calculated and entered according to the official instructions announced for the relevant period. Instructors should monitor completion, check student participation in the online platform, and avoid using alternative calculation methods unless officially authorized.

In-class writing activities should be completed under controlled classroom conditions. Students' work should be evaluated using the approved writing criteria or rubric. Instructors should provide clear task instructions, ensure that the work is completed by the student, and retain relevant records when required. Where first and second grading procedures are applied, both evaluators must follow the standardization principles and complete grading within the announced timeframe.

GRADE RANGE AND WEIGHTING

Each assessment component is graded on a scale from 0 to 100. The effect of each component on the overall grade is determined by its assigned percentage. The minimum possible score for each component is 0, while the maximum is 100.

The overall year-in grade is calculated according to the following distribution:



This distribution ensures that students are assessed through both formal examinations and continuous performance-based tasks.

YEAR-IN GRADE REQUIREMENT

Students are required to achieve a minimum year-in grade average of 65. Instructors should therefore enter all grades accurately and on time, since missing or incorrect entries may directly affect students' progression and end-of-year status.

All grades should be checked carefully before publication. Instructors are responsible for ensuring that the correct component, percentage, student, and score have been entered into the institutional system. Any error identified after grade publication must be reported immediately and corrected through the official procedure.

ATTENDANCE REQUIREMENT

Students are required to maintain a minimum attendance rate of 80%. Attendance is therefore an essential part of the academic monitoring process, although it is distinct from the numerical assessment components. Instructors are responsible for taking attendance regularly, recording absences accurately, and following the institutional attendance procedures. Attendance records must be kept up to date and should be available for administrative checks when required. Instructors should not make personal exceptions or remove absences without an officially approved justification.

PROGRAM SUCCESS CRITERIA

The success criterion is 75 out of 100 for students enrolled in departments other than Translation and Interpreting. For students in the Translation and Interpreting Department, the success criterion is 85 out of 100.

Instructors should avoid giving students unofficial or speculative information about their final status. Questions regarding passing requirements, exemptions, progression, or final success decisions should be answered in accordance with the relevant regulations and official announcements.

INSTRUCTOR RESPONSIBILITIES

Instructors are expected to:

- follow the official assessment calendar and weighting system;
- apply approved rubrics, answer keys, and scoring criteria;
- inform students clearly about tasks, deadlines, and assessment conditions;
- keep appropriate grading and participation records;
- administer in-class tasks under fair and consistent conditions;
- protect the confidentiality of exam and student information;
- complete first grading, second grading, and standardization duties where assigned;
- enter grades accurately and within the announced deadlines;
- check grade entries before publication;
- report suspected misconduct, technical problems, or assessment irregularities;
- participate in exam review, item analysis, and improvement processes when required.

The assessment system should be implemented consistently across all classes and levels. Individual instructors may not change assessment weights, replace official components with alternative tasks, cancel an assessment, or introduce additional graded work without institutional approval.

ASSESSMENT REVIEW AND QUALITY ASSURANCE

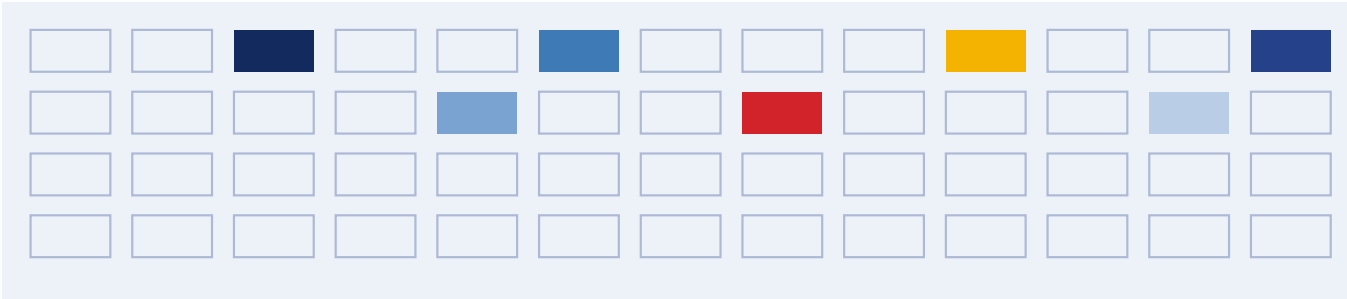
Assessment results may be reviewed through grading checks, standardization meetings, double marking, item analysis, student exam-review sessions, and instructor feedback. These processes are used to support fairness, transparency, validity, and reliability.

After centrally administered examinations, item analysis may be carried out to examine item difficulty, discrimination, answer distribution, and overall test performance. The findings may lead to the revision or cancellation of problematic items and are also used to improve future examinations.

Where appropriate, examinations may be reviewed with students after grading has been completed. These sessions are intended to help students understand their mistakes and support learning. Exam papers, answer keys, rubrics, and other confidential documents must not be photographed, copied, circulated, or removed from the designated review environment.

Through this system, assessment is treated as a continuous process of planning, administering, grading, reviewing, analysing, providing feedback, and improving. The results obtained from each assessment period are used not only to determine student achievement but also to evaluate the effectiveness of teaching, materials, pacing, and assessment practices.

PROCTORING GUIDELINES



Proctoring duties are an essential part of the School's assessment system and must be carried out carefully, consistently, and professionally. Instructors assigned as proctors are responsible for ensuring that examinations are administered under secure, fair, and standardized conditions. All proctors are expected to read the examination-specific instructions in advance, arrive at the designated duty location on time, and follow the procedures announced by the Testing and Assessment Unit.

BEFORE THE EXAMINATION

Before each examination, the Notes to Proctors document is reviewed and updated by the Testing and Assessment Unit in accordance with the specific format, duration, sections, materials, room arrangements, and administrative procedures of the relevant examination. The updated document is shared with all assigned instructors before the exam. Proctors are responsible for reading it carefully, becoming familiar with all examination-specific instructions, and following the stated procedures throughout their duty. Where the instructions in the updated Notes to Proctors document differ from general proctoring practices, the examination-specific instructions take precedence. Any unclear point should be communicated to the Testing and Assessment Unit before the examination begins.

Before the examination, proctors should collect the relevant examination materials from the designated exam centre or the Testing and Assessment Unit by following the established sign-out procedure. Exam packs, question booklets, answer sheets, attendance lists, official report forms, and any other materials must be counted and checked at the time of collection. Where two proctors are assigned to the same room, they should coordinate their responsibilities before entering the examination hall.

Proctors should be present in the assigned examination room sufficiently early to prepare the room and identify any technical or administrative problems before the examination begins. Desks should be arranged appropriately, unnecessary materials should be removed, and students should be seated in a manner that supports examination security. For examinations involving audio recordings or digital materials, the classroom computer, speakers, smartboard, and sound system must be tested before students begin the examination. Any technical problem should be reported immediately so that it can be resolved without affecting the examination schedule.

Before admitting or seating students, proctors should check the assigned room and student lists carefully. Students' identities must be verified through an appropriate identification document before they sign the attendance list. A student whose name does not appear on the official list should not be allowed to take the examination without approval from the Testing and Assessment Unit or the relevant administrator.

Students should be instructed to place all unauthorized materials away from their desks. Only the materials permitted for the relevant examination may remain with the student. Mobile phones, smart watches, headphones, tablets, and other electronic devices must be switched off and placed in the location designated by the proctors. Proctors should clearly communicate that unauthorized access to electronic devices during the examination may be treated as an examination irregularity or suspected academic misconduct.

Question booklets and answer sheets should be distributed according to the instructions provided by the Testing and Assessment Unit. Students must not open question booklets before the official announcement. Before the examination begins, students may be given a brief opportunity to check whether their booklet contains all pages; however, they should not begin reading or answering questions during this check.

Proctors should announce the official start and finish times, the total duration, the number of sections or pages, and any examination-specific rules. Where different booklet types are used, students must be instructed to record the correct booklet type on the answer sheet. Proctors should also remind students to complete all required personal information, including their name, student number, department or class, signature, and other relevant fields.



Phones



Smart watches



Headphones



Tablets

ELECTRONIC DEVICES**Switched off and placed in the location designated by the proctors**

Students arriving after the examination has begun must be handled in accordance with the officially announced late-entry procedure. A student admitted during the permitted late-entry period is not entitled to additional time. The student's name and arrival time should be recorded when required. Students arriving after the permitted period should not be admitted without authorization from the Testing and Assessment Unit or the responsible administrator.

DURING THE EXAMINATION

During the examination, proctors are fully responsible for maintaining an orderly, quiet, and secure environment. They must remain attentive and actively supervise the room throughout the examination. Proctors should move around the room when appropriate, without unnecessarily disturbing students, and check that answer sheets, booklet types, personal information, and required coding have been completed correctly.

Proctors must not engage in activities unrelated to their duty, including reading, marking papers, working on a computer, using a mobile phone, sending messages, holding conversations, or leaving the room unattended. Where two proctors are assigned, at least one proctor must remain in the room at all times unless an emergency procedure requires otherwise.

Proctors should not explain, translate, paraphrase, interpret, or comment on examination questions. They may repeat standard instructions or provide a clarification only when it has been formally approved for all examination rooms. Questions concerning vocabulary, content, possible answers, or the meaning of an item must not be answered by individual proctors. Any suspected error or ambiguity in the examination should be reported immediately to the corridor patroller, the Testing and Assessment Unit, or the designated administrator.

For examinations involving audio recordings, proctors should start the recording at the officially designated time and should not pause, repeat, skip, or otherwise interfere with it unless instructed to do so. Announcements, pauses, repetitions, and timing are normally included in the official recording. Students who enter after the recording has started should continue from the point at which they enter and should not be given a repetition or additional time.

Proctors are responsible for ensuring that students transfer their answers to the required answer sheet within the official examination time. No additional time should be provided for coding or transferring answers after the examination has ended. If a student is unable to complete the transfer because of an exceptional situation, the incident should be documented through an official report rather than resolved through an individual decision by the proctor.

Students must not communicate with one another during the examination. Where a proctor notices behaviour such as looking at another student's paper, attempting to communicate, using unauthorized materials, or accessing an electronic device, the established academic misconduct procedure should be followed. Depending on the nature of the incident, the student may first be warned and relocated. If the behaviour continues or constitutes a serious violation, an official report must be completed. The report should describe the incident objectively, include the relevant details, and be signed by the proctor or proctors and, where required, the student. The Testing and Assessment Unit must be informed promptly.

Any unexpected situation, including a health problem, technical failure, missing examination paper, disruptive behaviour, suspected misconduct, incorrect room assignment, or student-list discrepancy, should be reported immediately. Proctors should first contact the corridor patroller, the Testing and Assessment Unit, or the responsible administrator rather than sending students independently to the exam centre. Students should not leave the examination room to seek assistance unless directed to do so as part of an approved procedure.

Students may leave the examination room only during the periods permitted for the relevant examination. They must not leave during sections in which departure is prohibited, such as a listening component, or during the final minutes of the examination. Once a student has submitted the exam and left the room, the student should not normally be readmitted. In an emergency, proctors must contact the corridor patroller or responsible administrator and follow the instructions provided.

For security and professional accountability, a proctor should not remain alone in the examination room with a single student. The final two students should normally complete and leave the room together, or appropriate support should be requested from the corridor patroller. Any exception must be handled in accordance with institutional instructions.

AFTER THE EXAMINATION

At the end of the examination, proctors should announce that time has expired and instruct students to stop writing immediately. All question booklets, answer sheets, attendance lists, official forms, and other examination materials must be collected before students leave. Proctors should check that the required information has been completed, separate materials according to booklet type or other categories where necessary, and count all documents carefully.

The number of submitted papers should be compared with the attendance list and the number of students who took the examination. The number of attendees should be recorded on the exam envelope or relevant form, and the envelope should be signed by the assigned proctors. Examination materials must be placed in the appropriate envelopes and returned immediately to the designated exam centre or the Testing and Assessment Unit. Materials should be recounted and formally signed in during the handover process.

All official examination documents, including attendance lists and incident reports, must be completed legibly in pen. Corrections should be made in accordance with institutional procedures. Examination materials must never be left unattended, kept in personal offices, taken home, photographed, copied, or shared with unauthorized persons.

Proctors must maintain confidentiality before, during, and after the examination. They should not discuss the questions, answer key, level of difficulty, student performance, possible errors, or examination results with students or unauthorized colleagues. Questions or concerns raised by students after the examination should be directed to the official review or objection procedure.

CORRIDOR PATROLLING

Instructors assigned as corridor patrollers are responsible for supporting the standardized administration of examinations across rooms. They should be present at their assigned duty area before the examination begins and remain available throughout the examination period.

Patrollers should monitor corridors, manage late arrivals, respond to technical or administrative problems, deliver approved announcements, and support proctors in emergency situations. They should avoid unnecessary conversations and should not engage in unrelated work while on duty. Where a question or problem affects more than one examination room, the patroller should ensure that the same approved information is communicated consistently to all relevant rooms.

Patrollers should maintain a calm and quiet environment in the corridors and prevent students who have completed the examination from disturbing rooms in which the examination is continuing. Significant problems and actions taken should be reported to the Testing and Assessment Unit.

SPEAKING EXAMINATION DUTIES

Speaking examinations must also be administered according to standardized procedures. Examiners should collect and count the relevant exam packs, prepare the examination room, check any necessary equipment, and review their assigned roles before the first student is admitted.

Where an interlocutor and a rater are assigned, the interlocutor conducts the examination by following the approved examiner script, while the rater evaluates performance using the official rubric. The physical arrangement of the room should allow the interlocutor and rater to observe the student appropriately without creating unnecessary pressure or distraction.

Questions or task sets should be selected according to the instructions provided for the examination. Where random selection is required, examiners should record the relevant question or topic numbers on the scoring form. The approved sequence and timing of the examination must be followed consistently for all students.

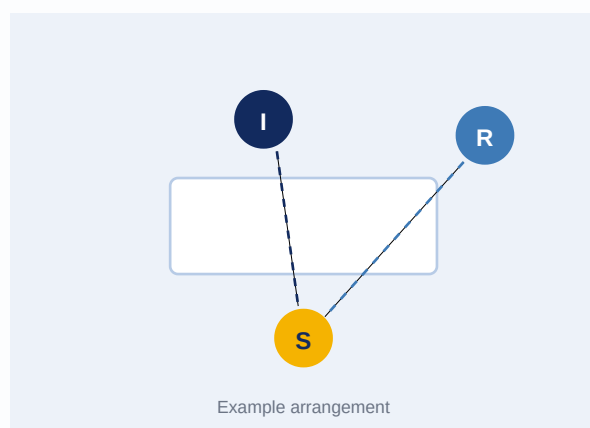
Examiners should use only the wording provided in the official examiner booklet or script. Questions must not be revised, simplified, expanded, translated, or paraphrased. Where repetition is permitted, the question may be repeated more slowly and clearly, but no additional explanation should be given. Examiners must observe the stated time limits and ensure that all candidates receive comparable examination conditions.

Scores must be awarded independently and objectively using the approved rubric. After each student, the interlocutor and rater may compare their scores in accordance with the announced procedure. Where the difference exceeds the permitted range, the examiners should review the performance with reference to the rubric and reach a score through the relevant standardization procedure. Final scores and required documentation must be completed accurately and returned to the Testing and Assessment Unit immediately after the session.

GENERAL PRINCIPLES

All proctoring and examining duties should be carried out according to the principles of fairness, impartiality, confidentiality, consistency, security, and respect for students. Proctors should apply the same rules to all students and should not make individual exceptions unless formally authorized.

SPEAKING EXAMINATION: ROLES IN THE ROOM



I

Interlocutor

Conducts the examination following the approved examiner script.

R

Rater

Evaluates performance using the official rubric.

S

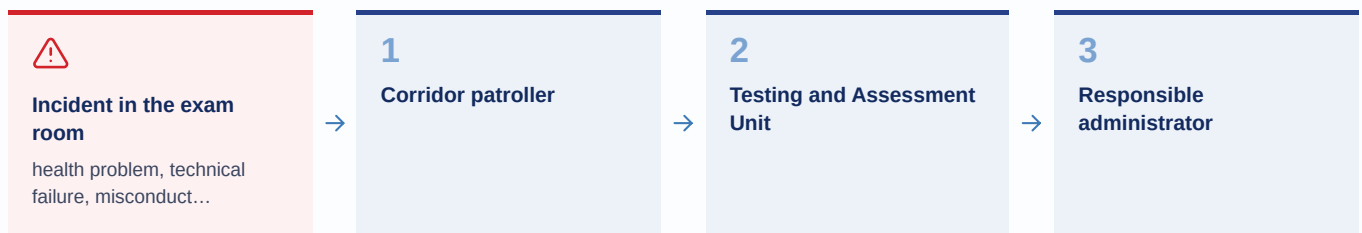
Student

Observed appropriately, without unnecessary pressure or distraction.

The proctoring process follows a standard cycle of preparation, reviewing the updated Notes to Proctors, verification, administration, active monitoring, incident management, collection, counting, documentation, and secure handover. Following this cycle helps ensure that every examination is administered under comparable conditions and that the validity, reliability, fairness, and security of the assessment system are protected.

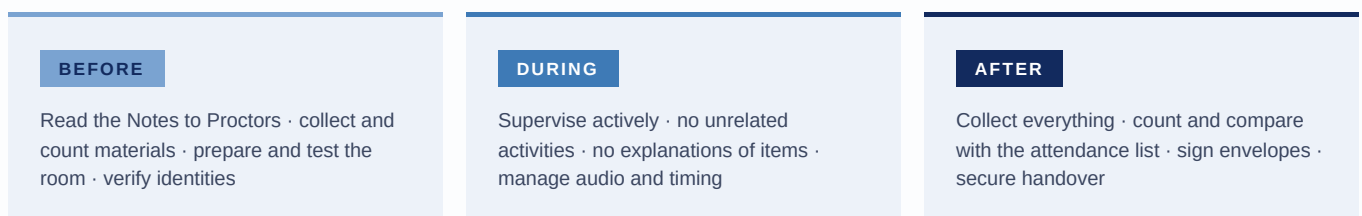


IF SOMETHING UNEXPECTED HAPPENS



Contact support first — **do not send students independently to the exam centre.** Record incidents objectively in an official report.

PROCTORING IN THREE PHASES



ORGANISATIONAL STRUCTURE

FOR THE DETAILED DUTIES AND RESPONSIBILITIES PLEASE REFER TO

<https://ydyo.bandirma.edu.tr/tr/ydyo/s/Gorev-Tanimlari-14341>

FOR THE COMMISSIONS

<https://ydyo.bandirma.edu.tr/tr/ydyo/s/KOMISYONLAR-VE-GOREV-TANIMLARI-21875>



SCAN

Duties and responsibilities

Görev Tanımları

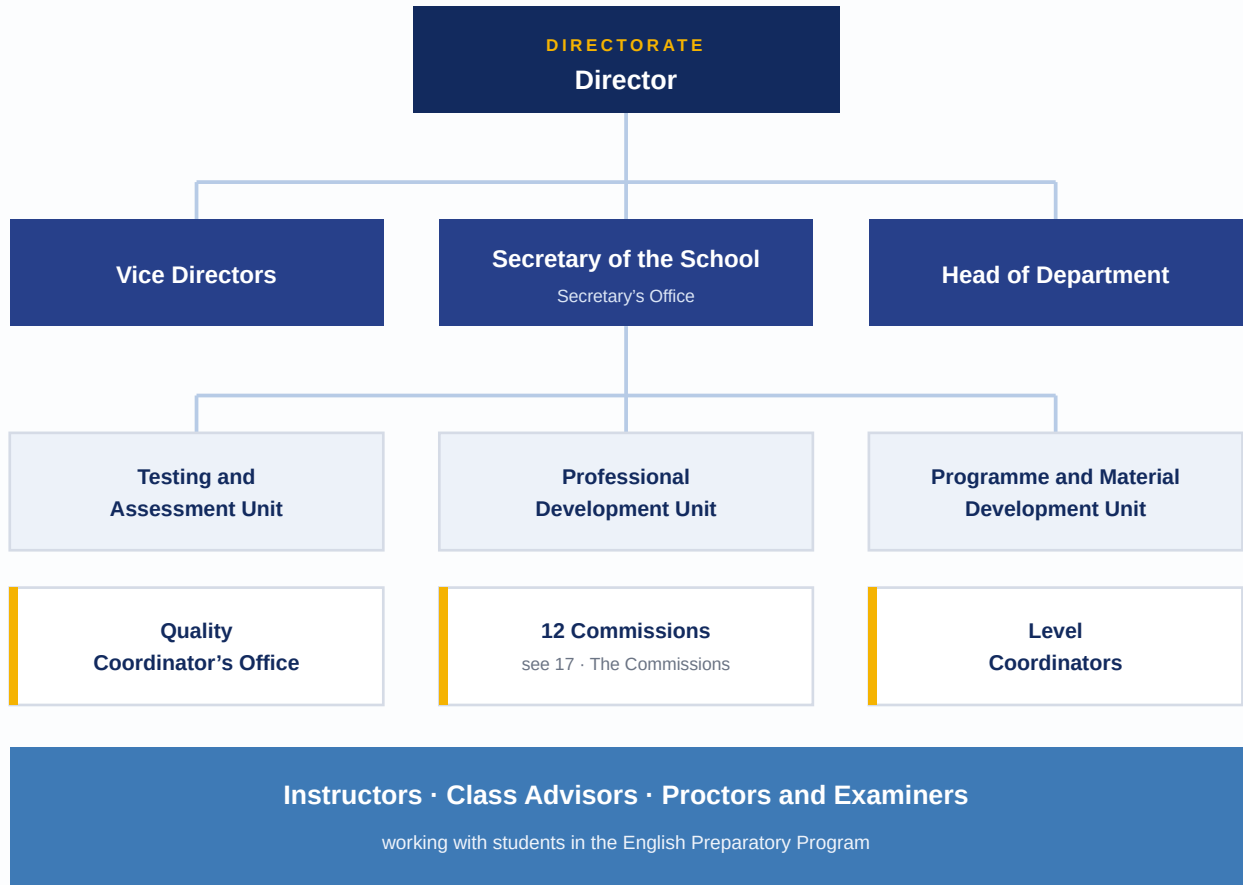


SCAN

Commissions and their duties

Komisyonlar ve Görev Tanımları

KEY ROLES REFERRED TO IN THIS HANDBOOK



Simplified overview for orientation only. For the official structure and duty descriptions, scan the codes above.

TROUBLESHOOTING ROADMAP

1 There is a health emergency in class.

Immediately call 112 and inform the administrators (director, vice directors, head of department, or secretary).

2 One or more students occasionally disrupt the class.

First, kindly talk to the students and inform the students' advisor about the issue. If the disruptive behaviour persists, inform the head of department and/or the vice directors.

3 I am issued a medical report and therefore, cannot teach for the day or for a few days.

Inform the head of department and send the report to the secretariat as soon as you are able. You will have to compensate for the hours you could not teach.

4 I have problems with hardware, software, and/or technological devices.

Contact the secretariat and they will help you solve the problem(s) or guide you to the personnel who can help you.

5 I made a mistake regarding the grades/attendance on ÜBYS.

If you have not finalized/announced the grades/attendance, you can make corrections. If, however, you have announced the grades/attendance, contact the vice directors and they will get in touch with the Student Affairs Office.

KEY CONTACTS



112

EMERGENCY



SFL Secretariat

+90 266 717 01 17
ext. 9501–9504, 9510



E-mail

ydyo@bandirma.edu.tr

Contact details as listed on the School website (ydyo.bandirma.edu.tr).

FREQUENTLY ASKED QUESTIONS

Q I have been appointed to the BANÜ School of Foreign Languages as an instructor. What should I do first, and what follows?

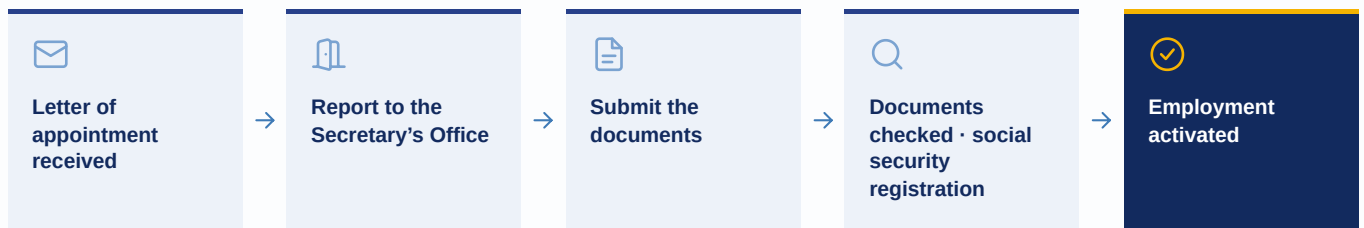
Upon receiving the letter of appointment, the newly appointed instructor reports to the Secretary's Office of the School and submits the following documents:

- Petition of Commencement of Duty*
- Declaration of Property Form*
- Family Status Form*
- Family Assistance Form*
- Bank Account Declaration Document
- Private Pension System (BES) Form*
- Union Membership Form (if applicable)
- Foreign Language Certificate (YDS) (if available)
- Public Officials' Code of Ethics Agreement*

(The documents marked with an asterisk can be obtained from the website of the School.)

The documents are checked by the Secretary's Office, social security registration is completed, and the staff member's employment is activated.

YOUR FIRST STEPS



Forms marked with an asterisk (*) are available on the School website — ydyo.bandirma.edu.tr

Q How do I have my photograph taken for the institutional ID?

To have your photograph taken, you should submit a support request through the "Quick Support" section of the University Information Management System (ÜBYS), by selecting the Corporate Communications Coordinatorship under "ÜBYS Support".

Q How do I obtain my institutional e-mail address?

E-mail accounts are created within 1–3 working days following the commencement of duty. You can find out your e-mail address, log in to your account, and change your password at eposta.bandirma.edu.tr.

Q Where and how can I open a bank account?

Salary payments at our University are made through İş Bankası (İşbank). You can open an account at the Bandırma branch by presenting your letter of appointment.

YOUR DIGITAL TOOLKIT



ÜBYS

University Information Management System — correspondence, leave, grades, attendance, support requests



EBYS

Electronic Document Management System — official documents and assigned duties



Institutional e-mail

eposta.bandirma.edu.tr — created within 1–3 working days



YÖKSİS

Academic records and fields of study



Identity System

kimlik.bandirma.edu.tr — office hours and fields of study



Distance Education

Staff and Presidential Distance Education Platforms



ID photo: ÜBYS › Quick Support › Corporate Communications Coordinatorship



Salary account: İş Bankası, Bandırma branch — bring your letter of appointment

Q How do I request annual leave?

Staff members who wish to take annual leave first apply to the Directorate. Once the leave is approved in principle, the staff member fills in the annual leave form through the University Information Management System (ÜBYS). The form is first signed by the Head of Department and is then submitted to the Director for approval. The process is completed upon the Director's signature.

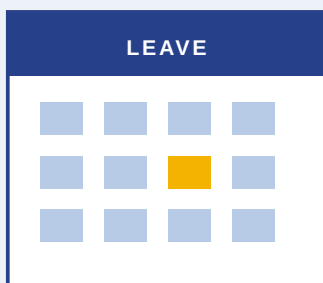
Q I have been appointed to the BANÜ School of Foreign Languages as a foreign national instructor. What should I do first, and what follows?

Following the approval of the Council of Higher Education (YÖK), a work permit application is filed and the relevant payment is made. Social security registration is then completed, and the staff member's employment is activated.

ANNUAL LEAVE, STEP BY STEP



FOREIGN NATIONAL INSTRUCTORS



Plan ahead

Annual leave is granted within the framework of a schedule, so that the workload arising from absences is shared fairly.

See 08 · Absenteeism from Work

Q Should I accept late-comers into the class?

If it is the first hour in the morning, you can accept the late-comers during the first 15 minutes of the class. In other cases, it is the school principle not to accept late-comers into the class.

Q Where can I get the hard-copy of a course material?

You can contact the head of department to get a hard-copy of any course material.

Q How can I attain login information for the online course materials?

You should contact the head of department and/or the vice directors.

LATE-COMERS

 FIRST HOUR IN THE MORNING 15 minutes Late-comers may be accepted during the first 15 minutes of the class.	 ALL OTHER CASES No late entry School principle: late-comers are not accepted into the class.
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COURSE MATERIALS: WHO TO ASK

 Hard copy of a course material	→	Head of Department
 Login for online course materials	→	Head of Department and/or Vice Directors
 An error in the course material	→	Level Coordinator
 Rubrics and attendance lists	→	BANÜ Prep Drive Folder

Q What should I do if I notice an error in the course material?

You should contact the level coordinator and let them know about the error.

Q How should I evaluate the student homeworks/papers/exams?

You can find the related rubrics in the BANÜ Prep Drive Folder, the link of which will be provided by the head of department.

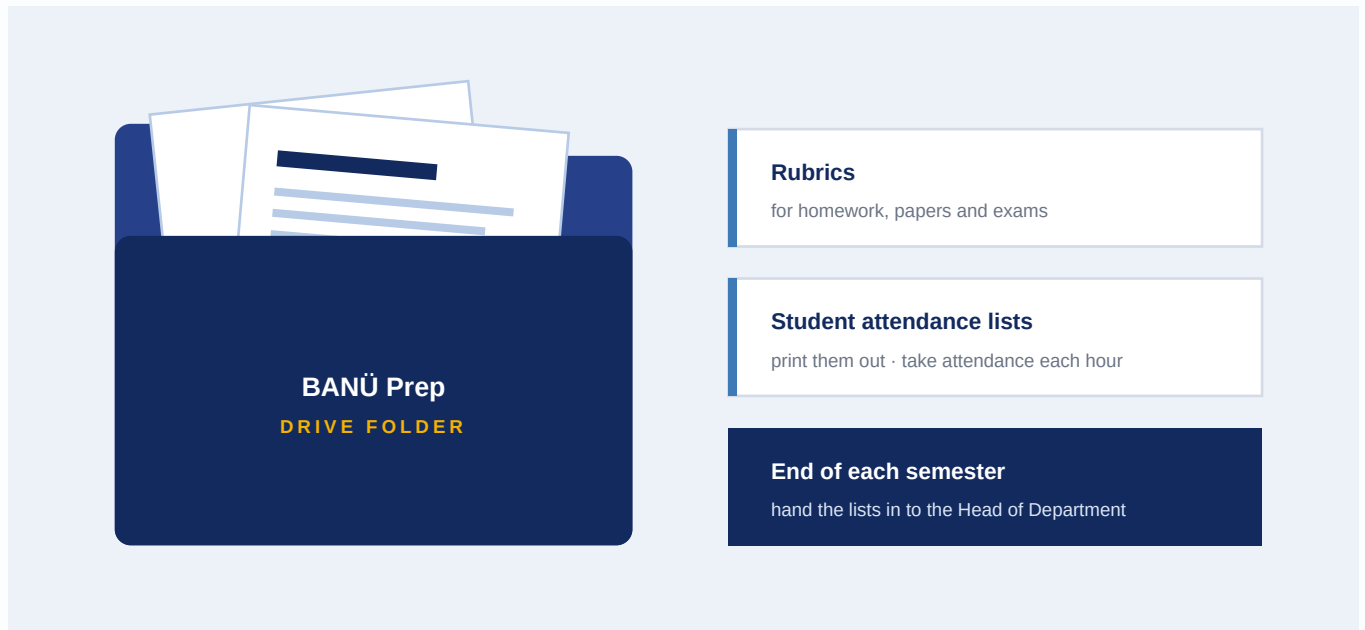
Q How should I take attendance?

You can find the student attendance lists regarding the class you will teach throughout the semester in the BANÜ Prep Drive Folder. You can print them out and should take attendance for each hour.

Q What should I do with the attendance lists after the semester ends?

You should hand the lists in to the head of department at the end of each semester.

INSIDE THE BANÜ PREP DRIVE FOLDER



The link to the folder is provided by the Head of Department.

Q What are the level meetings?

The level meetings are the regular meetings we have with all the instructors teaching in the same level. Level instructors gather and talk about the minutes pre-determined by the level coordinator. These meetings are done on a monthly basis. Minutes are related to the academic procedures both in and out of the classes. Each instructor should attend their level's meeting.

Q What are my duties as the minute-taker of a meeting?

In case of you being assigned as the minute-taker of a meeting by the organizer of the meeting (level coordinator, head of department etc.), you should take notes of the conversation going on and write a report after the meeting under the related sections on the minute-taking form given by the organizer.

Q What are my weekly working hours?

1. Legal framework. Instructors at our School are academic staff employed on a full-time basis under Article 36 of Higher Education Law No. 2547, and the standard weekly working time applicable to public personnel applies to them in full. Nothing in this document derogates from that obligation or from any regulation issued by the Council of Higher Education or by our University's Senate and Rectorate.
2. Teaching load. The statutory weekly teaching load for a lecturer is twelve (12) contact hours, which constitutes the teaching duty performed in consideration of the salary. Additional hours may be assigned within the limits set out in Article 11 of Law No. 2914.

WORKING TIME IN NUMBERS

Full-time

ARTICLE 36 · HIGHER
EDUCATION LAW NO. 2547

12

CONTACT HOURS ·
STATUTORY WEEKLY
TEACHING LOAD

Art. 11

LAW NO. 2914 · LIMITS FOR
ADDITIONAL HOURS

Monthly

LEVEL MEETINGS WITH THE
LEVEL COORDINATOR



Scheduled classes + examinations and invigilation, material development, meetings, office hours, committee work and administrative tasks — together, an instructor's working time.

3. Duty-based scheduling. An instructor's working time comprises scheduled classes together with all other duties assigned to them: examinations and invigilation, material development, meetings, office hours, committee work, administrative tasks and any other assignment.

Where such a duty has been assigned, whether through the Electronic Document Management System (EBYS) or communicated directly by the School's administration, the instructor is required to be present at the designated place and time. Where no such duty has been assigned for a given period, the instructor may carry out the preparatory, developmental and academic components of their workload at a location of their own choosing.

4. Availability. This arrangement does not reduce the instructor's weekly working obligation; it concerns only the place at which the non-contact portion of that obligation is performed. Throughout standard working hours instructors are expected to remain contactable, to monitor EBYS and institutional e-mail, to respond to communications without delay, and to be able to attend campus at short notice where the needs of the School require it.

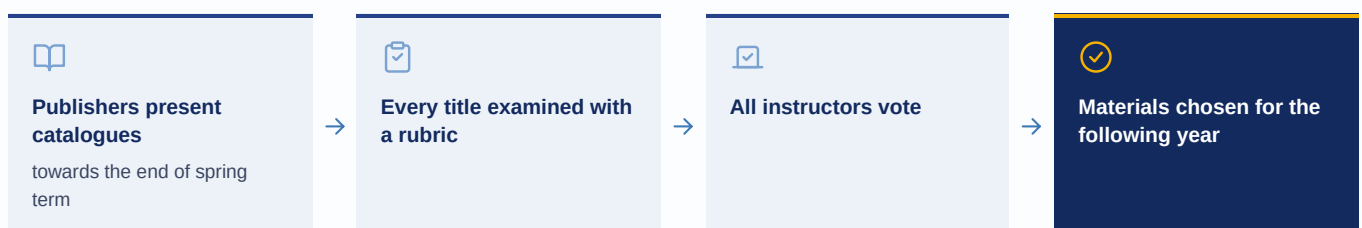
5. Responsibility. Compliance with the statutory working-time obligation, and the proper and timely discharge of all assigned duties, rests with the individual instructor. Failure to fulfil an assigned duty, or to remain contactable and responsive during working hours, is assessed under the applicable disciplinary and personnel legislation.

6. Reservation. This document sets out the School's internal practice for scheduling duties. It confers no exemption from statutory obligations and may be amended or suspended at any time by the Rectorate or by the School's administration.

Q How are coursebooks and materials selected?

Through a vote in which all instructors in the School take part. Towards the end of the spring term, representatives from various publishers present their catalogues and leave the relevant book series with us for review. Using a rubric distributed by the Head of Department, every title and series is examined, and the materials for the following academic year are chosen on the basis of our instructors' collective judgement.

Instructors are also free to prepare supplementary materials for their own classes and share them with their students. The only expectation of the Head of Department here is that anything you prepare be shared with all instructors teaching at the same level (A1, B2, and so on).



Q Who prepares the exams?

Exams are written by the Testing and Assessment Unit. Each level of the Compulsory English Preparatory Programme has one or more instructors assigned to it, and they write that level's exams. Drafts then go to the Head of Testing, the coordinator for that level, and the Head of Department, who review them and send back feedback before anything is finalised.

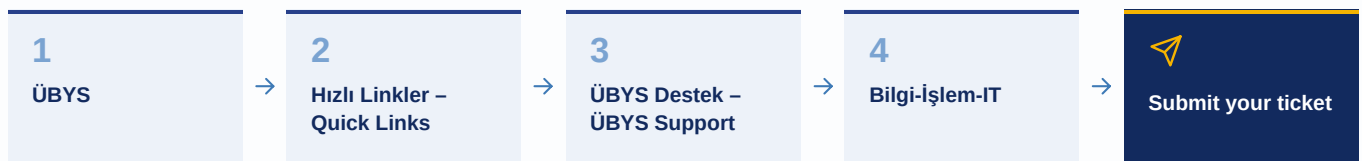
Q What should I do if I have a problem with my computer or my other technological devices?

If you have a problem with your computer or similar technological devices which are supplied by the university, you can create a support ticket using the ÜBYS system. Under the 'Hızlı Linkler - Quick Links' section, you can find the 'ÜBYS Destek - ÜBYS Support' menu. From the mentioned tab, please choose 'Bilgi-İşlem-IT' department. Fill out the needed information on the new tab and submit your support ticket.

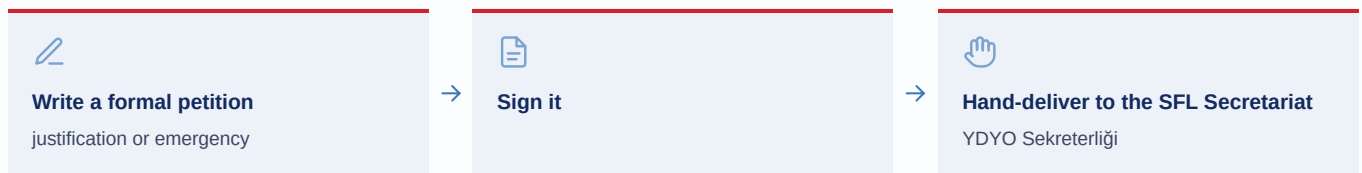
Q What should I do if I won't be able to attend a scheduled meeting?

If you are unable to attend any meeting organized within the SFL (YDYO) and notified to you through ÜBYS, you must write a formal petition explaining the justification or emergency that prevented your attendance, sign it, and hand-deliver it to the SFL Secretariat (YDYO Sekreterliği).

IT SUPPORT TICKET IN ÜBYS



MISSING A SCHEDULED MEETING



Q How can I create my additional course load (ek ders) form?

Select the 'Öğretim Elemanı' - 'Instructor' user type in the ÜBYS system, and open the 'Ek Ders' - 'Additional Course Load' menu under the 'Öğretim Elemanı Sistemi' - 'Instructor System' option located on the left. Click on the 'Yeni Ek Ders Yüğü Bildirimi Ekle' - 'Add New Additional Course Load Notification' option in the top left, then select the relevant term, weeks, and month.

Click the 'Hesapla ve Kaydet' - 'Calculate and Save' icon below to generate the signatories. After thoroughly checking the course load form that appears on your screen, click the 'EBYS'ye Gönder' - 'Send to EBYS' icon to process the document. As the final step, sign/initial the document in your own EBYS system (paraf bekleyenler - pending initials/signatures).

ADDITIONAL COURSE LOAD FORM — WHERE TO CLICK

1 Öğretim Elemanı – Instructor user type

2 Öğretim Elemanı Sistemi > Ek Ders

3 Yeni Ek Ders Yüğü Bildirimi Ekle (top left)

4 Select term, weeks and month

5 Hesapla ve Kaydet – generate signatories, check

6 EBYS'ye Gönder, then sign/initial in EBYS

Schematic illustration, not an actual screenshot — menu layout may differ.

Q I am a class advisor. What type of duties do I have?

As an advisor, you have certain responsibilities. Advisors:

- Hold monthly advisory meetings with students: In these meetings, using the 'Aylık öğrenci danışman görüşme formları' - 'Monthly Student Advisor Interview Forms' obtained from the department head's office, the advisor conducts meetings with the students in their assigned class and records their academic, social, or administrative feedback on this form. After the meeting, the advisor signs the completed forms and submits them to the Department Head's Office every month for archiving and evaluation.
- Enter students' grades and attendance information into ÜBYS: To perform both operations, the instructor selects the 'Yabancı Diller Öğretim Elemanı' - 'Foreign Languages Instructor' user type in ÜBYS. On the relevant screen, the attendance and grade entry menus can be accessed via the 'Yabancı Diller Öğrenci İşleri' - 'Foreign Languages Student Affairs' option on the left.
- Provide information at the beginning of the semester: Inform students about the operation of SFL (School of Foreign Languages), attendance rules, passing grades, level advancement criteria (A1, A2, B1, etc.), and exemption exams.
- Guide students on active system usage: Guide students in actively using the Student Information System (ÖBS - Öğrenci Bilgi Sistemi), EBYS, LMS (Google Classroom, etc.), and digital textbook platforms.
- Convey official announcements: Relay announcements from the SFL management, department head's office, or the rectorate to the students.
- Forward student feedback: Forward students' requests and complaints regarding class/level placement, physical conditions, or examinations to senior management.
- Guide and monitor students' progress throughout the organizations such as 'the International Day' and 'the Short Movie Project': Explain the these events to the students using the content prepared and given by the head of department (eg. presentations, banners). Track students' progress and make sure the rules are followed. Guide the students in need and address their questions.



The Short Movie Contest — students and instructors of the School of Foreign Languages at the awards ceremony.

WHO DOES WHAT: THE COMMISSIONS

12

COMMISSIONS, EACH COVERING A DISTINCT AREA OF RESPONSIBILITY

2x

MINIMUM COMMISSION MEETINGS PER YEAR

1 + 1

PEER AND OFFICIAL CLASSROOM OBSERVATIONS REQUIRED EACH TERM

01 Unit Risk Commission

03 Program and Material Evaluation and Improvement Commission

05 Distance Education Commission

07 Social Responsibility Commission

09 Professional Development Commission

11 Foreign National Instructor Recruitment Commission

02 Department Quality Commission

04 Assessment Commission

06 Project Studies Commission

08 Material Error Appeals Commission

10 Academic Incentive Application and Review Commission

12 Strategic Planning Commission

YDYO operates twelve commissions, each covering a distinct area of responsibility. The Unit Risk Commission identifies academic, administrative, and operational risks and develops preventive plans. The Department Quality Commission leads accreditation and quality-improvement work, coordinating closely with the Quality Coordinator's Office.

The Program and Material Evaluation and Improvement Commission keeps curriculum and learning outcomes up to date, while the Assessment Commission runs the full testing cycle placement tests, test specifications, standardization meetings, and exam archiving. The Distance Education Commission guides staff on using the learning management and student automation systems.

The Project Studies Commission manages exchange programs like Erasmus, Farabi, and Mevlana, along with bilateral agreements. The Social Responsibility Commission coordinates volunteer and community projects involving staff and students. The Material Error Appeals Commission reviews student exam appeals for grading errors.

The Professional Development Commission supports instructors' pedagogical growth through observations, feedback, and training, its scope is broader than the others, as detailed below. The Academic Incentive Application and Review Commission evaluates staff applications for academic incentive payments based on YÖKSİS records. The Foreign National Instructor Recruitment Commission manages the application, interview, and evaluation process for international faculty candidates. Finally, the Strategic Planning Commission prepares the school's mid- and long-term strategic plan, including SWOT analysis and performance tracking.

WHAT'S EXPECTED OF ME ON A COMMISSION

Regardless of which commission an instructor joins, the core responsibilities look similar. Members are expected to know the relevant regulations and the school's quality management documentation, since commission decisions must align with this framework. Commissions meet at least twice a year, record their decisions in minutes, report them to the Department Chair's Office, and collaborate with other commissions when needed.

On the quality-management side, everyone shares a few standing duties: uphold the university's mission, vision, and quality policy; contribute to unit quality targets; support corrective and preventive actions; and share improvement suggestions with the Quality Coordinator's Office. Authority typically includes signing off on related official correspondence, receiving and signing relevant documents, and when necessary drawing on support from other instructors through the Department Chair.

One thing worth flagging for new staff: the Professional Development Commission's charter sets obligations for all instructors, not just commission members. Each term, every instructor must undergo at least one peer observation and one official observation, and must either attend at least two certified conferences/seminars/webinars or run at least one in-house workshop or seminar. These activities are documented in a Professional Development Portfolio.

EVERY TERM, EVERY INSTRUCTOR





BANDIRMA
ONYEDİ EYL L
 NİVERSİTESİ



School of Foreign Languages

STAFF HANDBOOK

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