

Ek 3 : İngilizce Hazırlık Okulu Geri Bildirim Formu (İHO-GBF)
Annex 3: English Preparatory School Feedback Form

	<i>Meeting Minimum Standards</i>	<i>Document Analysis</i>	<i>Site Visit</i>	<i>Notes / Comments</i>
1. STUDENT LEARNING OUTCOMES (PLEASE REFER TO APPENDIX 1 AREAS AND MINIMUM STANDARDS TO INFORM YOUR FEEDBACK)				
2. CURRICULUM DESIGN & DELIVERY				
2.1	Needs analysis has been conducted and informs curriculum design.			
	Present Situation Analysis: Qualitative/Quantitative data from prep students			
	Present Situation Analysis: Qualitative/Quantitative data from prep academic staff			
	Target Situation Analysis: Qualitative/Quantitative data from students in the departments			
	Target Situation Analysis: Qualitative/Quantitative data from professors in the departments			
	Target Situation Analysis: Quantitative data on student performance in the departments			
	The needs analysis has been aligned with: course aims and intended learning outcomes			
	Any other (Please add)			
2.2	Principles to teaching are explicitly stated/shared.			
	Shared on the web			
	Stated in the curriculum document			
	Stated in the course syllabi			
	Stated in handbooks			
	Any other (Please add)			
2.3	Principles to teaching are realized in the classroom.			
	Active learning / student-centred teaching / skills-based teaching etc. are realised in the classroom.			
	Instructional materials reflect the approaches.			
	Developmental observation lesson plans and feedback reflect the approaches.			
	External reviewer reports reflect the approaches			
	Any other (Please add)			

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2.4	Recent instructional technology is integrated into curriculum delivery.			
	LMS (Learning Management Systems) like Moodle, Blackboard, Canvas are integral part of the curriculum			
	Turn-it-in is used to detect plagiarism			
	Students are provided with on-line learning platforms to practise beyond class time			
	Any other (Please add)			
2.5	Progression from one level to another is clearly and explicitly stated in accordance with the CEFR.			
	Shared on the web			
	Stated in the student handbook			
	Stated in the curriculum document			
	Stated in the course syllabi			
	Any other (Please add)			
2.6	There are systems in place to select and use appropriate, challenging, motivating materials.			
	Record/criteria of how textbooks are selected			
	Record/criteria of how in-house instructional materials are produced			
	Record/criteria of how in-house instructional materials are quality checked			
	Record/criteria of how selected/produced instructional materials are in line with the curricular objectives			
	Any other (Please add)			
2.7	Student autonomy is encouraged.			
	Written record of value given to student autonomy is evident in institutional documents			
	Emphasis given to student autonomy is evident in institutional documents			
	Emphasis given to student autonomy is evident in instructional materials			
	Emphasis given to student autonomy is evident in classroom teaching			
	Any other (Please add)			

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2.8	Students receive systematic oral and written feedback.			
	Written explanation of how students receive oral and written feedback			
	Records of meetings held to give feedback to students			
	Schedules of meetings held to give feedback to students			
	Student written work with teacher's written feedback			
	Any other (Please add)			
2.9	Curriculum evaluation is based on systematic formative and summative evidence from a variety of sources.			
	Evidence of teacher feedback on curriculum (formative)			
	Evidence of teacher feedback on curriculum (summative)			
	Evidence of student feedback on curriculum (formative)			
	Evidence of student feedback on curriculum (summative)			
	Any other (Please add) (e.g. receiving departments)			
	Any other (Please add)			

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3. STUDENT ASSESSMENT AND EVALUATION				
3.1	There is a testing office/unit responsible for preparing and overseeing student assessment.			
	Organizational chart			
	Names of instructors working in this unit/office			
	Any other (Please add)			
3.2	Exam specifications are present for exams.			
	Information for what to test / how to test / when to test for the placement test			
	Information for what to test / how to test / when to test for the progress tests			
	Information for what to test / how to test / when to test for the level exit tests			
	Information for what to test / how to test / when to test for the proficiency test			
	Any other (Please add)			
3.3	There are systems in place to look at validity and reliability of different forms of assessment.			
	Validity / Reliability of the placement test			
	Validity / Reliability of the progress tests			
	Validity / Reliability of the level exit tests			
	Validity / Reliability of the proficiency test			
	Any other alternative assessment types			

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3.4	Measures are taken to ensure reliable marking.			
	Schedule for standardization/norming sessions/systems (with e-mails/schedules/ lists as proof)			
	Record of decisions taken at standardization/norming sessions			
	Results of statistical tests conducted to calculate test reliability of the placement test			
	Results of statistical tests conducted to calculate test reliability of the progress tests			
	Results of statistical tests conducted to calculate test reliability of the level exit tests			
	Results of statistical tests conducted to calculate test reliability of the level proficiency test			
	Evidence for inter-rater reliability where human raters are used			
	Any other (Please add)			
3.5	Measures are taken to ensure equal difficulty levels across semesters/levels.			
	Explanation of systems in place to ensure difficulty levels across semesters/levels			
	Results of any statistical tests conducted			
	Any other (Please add)			

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4. TEACHING STAFF				
4.1	All instructors whose first language is not English have a B2 + from 4 skills exams.			
	Published information regarding the minimum requirement			
	Language exam results of the instructors to be employed			
	Any other (Please add)			
4.2	All native speakers of English instructors have a relevant (ELT, literature, language related) graduate/post graduate degree and/or teaching certification or diploma. (Relevant for all full and part time teaching staff)			
	List of all qualifications held by the native speaker instructors			
	Certifications / Diplomas of all native speaker instructors			
	Any other (Please add)			
4.3	All part time Turkish instructors have a relevant graduate or post graduate degree / a teaching certification or diploma.			
	List of all qualifications held by Turkish instructors			
	Certifications / Diplomas of all Turkish instructors			
	Any other (Please add)			
4.4	There is an orientation programme for new instructors.			
	Copies of the orientation programmes of the last three years			
	Any other (Please add)			
4.5	All teachers working in specialised positions receive training in their area of work.			
	List of training programs offered to teachers working in specialised positions (with relevant e-mails/schedules etc.) in the last three years			
	Any other (Please add)			

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4.6	All teachers are provided with systematic formal and informal professional development opportunities.			
	List of all professional development opportunities offered to all teachers in the last three years (with relevant e-mails/schedules etc.)			
	List of all opportunities which are offered systematically (every academic year so on so forth) (with relevant e-mails / schedules etc.)			
	Teaching observation scheme			
	Instructor handbook (a shared document that is open and accessible to all instructors)			
	Any other (Please add)			
4.7	There is a clear and transparent performance evaluation system.			
	Documents explaining the performance evaluation system			
	Forms/Documents used for the performance evaluation system			
	Records of individual teacher's performance evaluation			
	Any other (Please add)			

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5. GOVERNANCE				
5.1	The university has a clear language policy.			
	Published information on the place of language in the university (on the web / published document(s))			
	Any other (Please add)			
5.2	The Preparatory Programme mission is aligned with the university policy.			
	Document presenting Preparatory Programme mission statement compared to university language policy.			
	Any other (Please add)			
5.3	There is an organisational structure in line with the mission.			
	Information presenting the role and position of the member institution in the broader university context			
	A diagram showing the management structure of the school with names of key roles			
	Any other (Please add)			
5.4	The facilities and physical environment are suitable for the realization of the stated teaching and learning principles.			
	Office space or staff room (s) appropriate for lesson preparation, marking, and administrative duties			
	A map of the premises, indicating offices, classrooms and resource areas, facilities for relaxation and refreshment			
	Information on library and computer availability and access for students			
	Any other (Please add)			
5.5	There are clearly defined job descriptions for the different positions in the organisational structure.			
	Job descriptions for academic and non-academic positions			
	Sample contracts for full-time and part-time teaching and non-academic staff			
	Any other (Please add)			

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5.6	The maximum teaching load of instructors is 25 hours per week.			
	Records of instructors' weekly / semester teaching load (full-time)			
	Records of instructors' weekly / semester teaching load (part-time)			
	Any other (Please add)			
5.7	The maximum class size is limited to 25 students.			
	Class lists for each section with student names, university IDs, proficiency level and number of teachers			
	Any other (Please add)			
5.8	There is a system for communication and collaboration between the preparatory programme, faculties and the university management.			
	Minutes /Decisions of meetings			
	E-mails to staff			
	Any other (Please add)			
5.9	There are clearly specified processes for recruitment purposes.			
	Files/written documents showing the systems used for recruitment			
	Any other (Please add)			
5.10	There are clear systems available to ensure communication and feedback amongst internal and external stakeholders.			
	Meeting minutes (with staff / students)			
	Web page or E-mail accounts for student/parent queries and feedback			
	Any other (Please add)			

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5.11	There are clear systems in place to follow up on how students perform after they graduate from the Preparatory Programme.			
	Follow up meetings with students and staff in faculty on students' level of English			
	Record on feedback from Faculties on student levels			
	Planning of future English support to ensure progression			
	Any other (Please add)			