KAHRAMANMARAŞ SÜTÇÜ İMAM UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

STAFF HANDBOOK



2026–2027

Preface

Dear Colleague,

This handbook has been prepared to familiarise you with the policies, rules, regulations, procedures and expectations of professional conduct at Kahramanmaraş Sütçü İmam University School of Foreign Languages (KSÜ-SFL). It also aims to support the orientation of newly appointed colleagues and provide a helpful reference for all staff members.

You are kindly requested to read this handbook carefully and become familiar with its contents. As updates and revisions are introduced, we would appreciate your attention to the revised versions and your cooperation in following the latest institutional guidance.

We sincerely thank you for your commitment, cooperation and continued contributions to our students' learning and the mission of our School.

Kahramanmaraş Sütçü İmam University
School of Foreign Languages (KSÜ-SFL)

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About this handbook

This handbook sets out the responsibilities of academic and administrative staff in the School of Foreign Languages at Kahramanmaraş Sütçü İmam University. It covers the English Preparatory Programme and the administrative services that support it. Provisions for compulsory university English courses are identified separately where they affect a decision.

Authority and edition

This is the 2026–2027 edition for institutional review, dated 20 November 2026. The School's Foreign Language Teaching and Examination Directive, adopted by the University Senate on 16 July 2026 (decision 2026/16-06), governs the academic decisions described here. The current authorised decision or examination notice determines the arrangements for a particular sitting.

Finding a procedure

For a question concerning	Consult
An appointment, induction or absence	Joining the School and Leave and lesson make-up
Placement, attendance or progression	Programme structure and Attendance records
An examination result	Scores and results and Appeals and make-up requests
A staff concern or appraisal	Staff concerns and Observation and appraisal

Using the records in this handbook

The induction and observation pages are working aids. The relevant office supplies the current form for a formal submission. Links at the end of each chapter lead directly to the governing document, form collection or service. The School Secretariat can direct an enquiry about a revised instruction to the responsible office.

Teaching and Examination Directive · School Secretariat and contact details

1. About the School

Institutional remit

The School of Foreign Languages provides English preparatory education at Kahramanmaraş Sütçü İmam University. It also undertakes responsibilities for common compulsory English courses and examinations. The type of provision determines the curriculum, assessment procedure and authority for a student's request.

Mission of the English Preparatory Programme

The programme prepares students to use English in their disciplinary studies. Its published mission links general English with academic communication. Students develop independence, critical judgement and digital literacy through tasks that require them to understand texts, express ideas, interact with others and mediate meaning. Feedback during coursework and opportunities to use English beyond the classroom support this work.

Vision and implications for teaching

The published vision places B1+ and B2 proficiency, academic ethics, research awareness and intercultural competence within a modular programme. Staff translate these aims into teaching decisions. For example, a student who has read two short accounts can explain a difference between them to a partner. The instructor can assess how accurately the student conveyed that difference, alongside the language used.

The programme seeks feedback from students, instructors and the faculties that receive preparatory students. A proposed curriculum change should identify the learning need it addresses and the evidence by which the School can judge its effect.

Programme mission and vision · Teaching policy · Programme curriculum · Needs analyses

2. Governance and responsibilities

Academic and administrative authority

The Director is responsible for the management of the School. Deputy Directors carry out their assigned portfolios. The School Board and School Administrative Board exercise the functions assigned to them under the applicable legislation. The Department of Foreign Languages coordinates academic work through its management and the staff appointed to the relevant units.

The School Secretary coordinates the administrative offices, official correspondence and the administrative work needed to implement decisions. A proposal from an academic unit and the formal decision authorising it are recorded separately where approval is required.

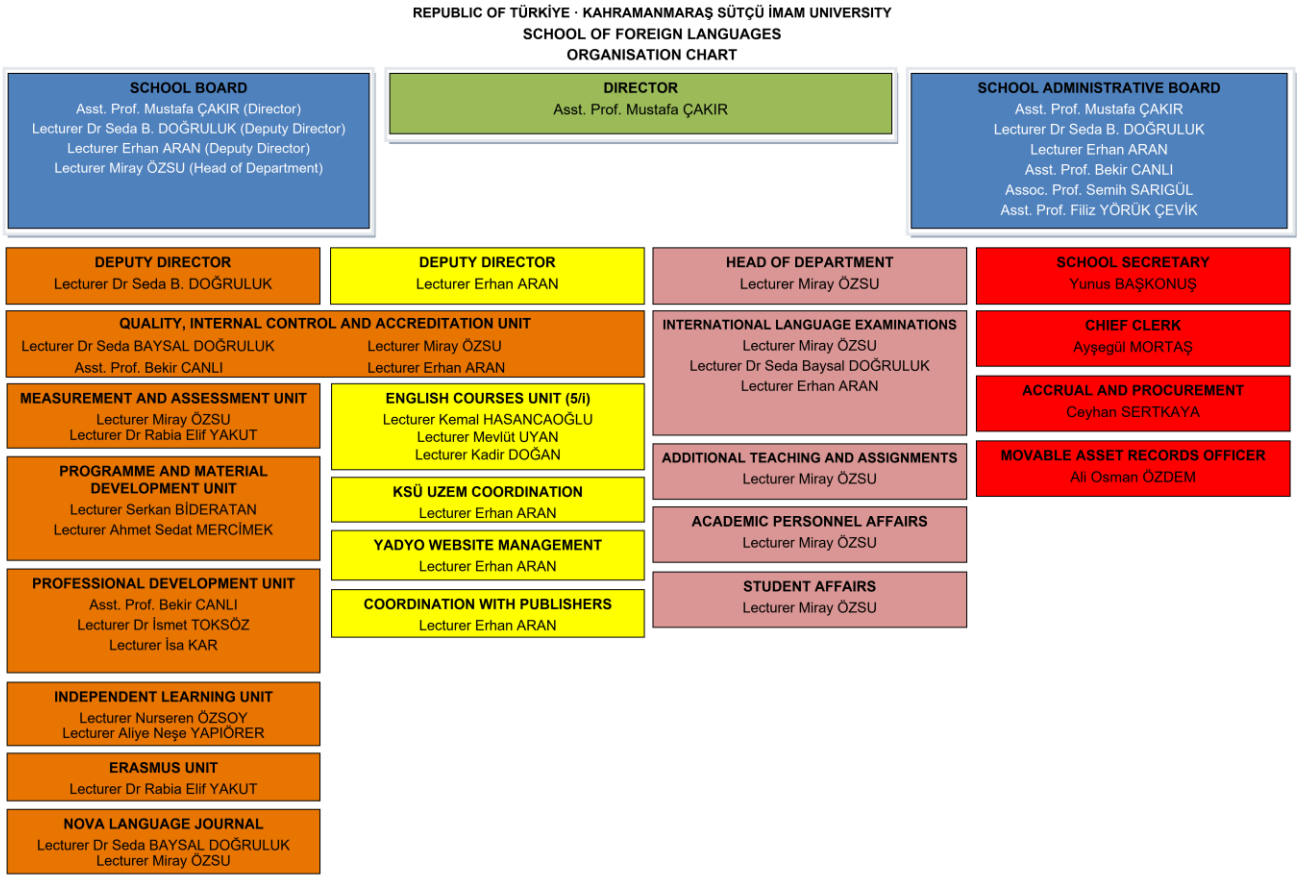
Responsibility for a decision

Matter	Initial point of contact	Decision or record
Teaching timetable or change of duty	Department management	Confirmed assignment or amended timetable
Examination content and marking	Measurement and Assessment Unit	Approved examination package and scoring record
Student case requiring a board decision	School Directorate through the Secretariat	Registered application and competent board’s decision
Payment, procurement or asset transfer	School Secretary or designated officer	Authorised financial or inventory record

The organisation chart identifies reporting relationships. The live management and board pages provide the names of current office holders. Staff should use the written assignment applicable to the period concerned.

School management · School boards · Job descriptions · Organisation chart

Organisation and coordination map



The chart shows the School's academic and administrative structure. Current office holders, board membership and individual assignments are available through the School's published directories.

Organisation chart · School units · Job descriptions

3. Academic and support units

Programme and Material Development Unit

The unit uses needs analysis and CEFR outcomes to organise level curricula, syllabi and materials. It works with the Measurement and Assessment Unit to align assessments with teaching and with the Independent Learning Centre to plan learning beyond the classroom. Instructors referring a materials issue should identify the level, intended outcome and evidence from the lesson.

Measurement and Assessment Unit

The unit coordinates examination preparation, review, administration, marking and archiving. Its remit includes preparatory examinations, the common compulsory English exemption examination and the Erasmus language examination. It designates exam writers, reviews questions with the Deputy Director and examines objections to results within its remit.

Professional Development Unit

The unit organises induction for newly appointed instructors, identifies development needs and plans classroom observations and in-service activities. It obtains participant feedback and reports the results of each event. The induction record in section 4.2 and the observation record in section 18.1 support this work.

Independent Learning Unit and other units

The Centre organises student orientation, including information for late entrants, and supports activities outside scheduled classes. It monitors participation and evaluates activities against their intended learning outcomes. Preparatory coordination, accreditation, Erasmus and common-course enquiries are directed to the respective units listed by the School.

School units · Job descriptions · Unit briefs

4. Joining the School

Recruitment and appointment

The University vacancy notice identifies the position, qualifications, documents and application period for a particular appointment. Applicants use the channel specified in that notice. The Personnel Department provides the applicable regulations and forms. Appointment status, assigned duties and any employment-specific conditions are established by the appointment documents or contract, as applicable.

Qualifications and assigned duties

The School’s instructor role description identifies language-teaching expertise, advanced English and the ability to use teaching resources. Instructors teach the assigned classes, participate in in-service development and undertake formally assigned coordination or committee duties. Staff assigned to an additional unit obtain the corresponding job description and the name of the person receiving its reports.

Induction responsibilities

The Professional Development Unit coordinates the induction of new academic staff. The School Secretariat advises on appointment paperwork and institutional access. Department management confirms the teaching assignment. The programme and assessment units provide the current level syllabus, assessment map and examination instructions relevant to that assignment.

Before the first class, instructors establish access to the institutional email account, authorised class list and learning environment. A colleague teaching the same level can identify shared materials and explain how the class handover is recorded. Questions concerning terms of appointment are referred to the Personnel Department.

Personnel Department · Personnel forms · Job descriptions · Professional Development Unit duties

4.1 Staff rights and personnel records

Access to employment information

Academic and administrative staff may consult the current description of their position and obtain clarification of the duties assigned to them. Questions about workload, salary or an allowance, leave entitlement, an extension of appointment or the terms applicable to part-time work should be submitted with the appointment details to the School Secretariat or Personnel Department. Entitlements and supporting documents depend on the person's employment status.

Request	How the member of staff proceeds
Clarification of duties or workload	Identify the written assignment and the duty in question. Refer a timetable matter to Department management and an employment condition to the Secretariat.
Leave or temporary assignment	Select the category on the Personnel Department forms page and notify the School of any teaching or examination duty affected. Section 6 explains the teaching arrangements.
Extension of an appointment	The School publishes a sample petition and CV. Obtain the current submission instructions and deadline from the Secretariat before preparing the file.
Correction of a personnel record	Identify the entry and supply supporting evidence through the authorised office. Request the registration reference for subsequent correspondence.

Personnel files, pay details and individual appraisal records are accessible to the staff member and the offices authorised for the procedure, subject to applicable access rules. Section 22 identifies where to seek guidance on a concern about an administrative action.

Job descriptions · Personnel forms · School forms · Personnel Department

4.2 Induction and handbook receipt

This working record may be used during induction. The instructor and the colleague coordinating induction can record the date on which each topic was covered and any outstanding action. Personal appointment documents remain in the personnel file.

Induction topic	Material or procedure to review	Date / follow-up
Role and reporting line	Appointment or assignment, job description and contact for questions.	
Academic programme	Current timetable, level syllabus, approved materials and class handover.	
Assessment and attendance	Level assessment map, mark entry, attendance limit and result appeals.	
Student support	Office hours, Independent Learning Centre, accessibility and referral contacts.	
Systems and records	Individual access to the systems required for the role and location of restricted records.	
Professional development	Classroom observation, staff development activities and the contact for follow-up.	

Record of receipt

This record relates to the 2026–2027 edition. Enter the date of receipt and any matter requiring clarification below.

Instructor	Date received	Induction contact
Outstanding matter	**Responsible contact**	**Follow-up date**

Professional Development Unit duties · Job descriptions

5. Working arrangements and communication

Assignments and availability

The teaching timetable, examination duty list and written committee or unit assignments define scheduled responsibilities. A change of class, room or invigilation duty requires confirmation by the person responsible for the schedule. The same change must be reflected in the attendance and workload records where applicable.

The School publishes instructors' office hours. Instructors inform students of the consultation time and location and communicate an approved temporary change through the institutional channel. Individual academic records are discussed in a private setting.

Correspondence and decisions

Institutional email is used for routine academic coordination. A document requiring registration, a signature or a formal decision is processed through the Electronic Document Management System (EBYS) and the appropriate signatory. In correspondence, identify the class or activity, the action requested and any response date.

Class handovers and meetings

Instructors sharing a class record the last outcome taught, work completed, the next assessed task and any agreed follow-up. A handover concerning a particular student is shared only with colleagues responsible for that student. Meeting records identify the matter considered, decision, responsible person and review date.

When instructions conflict, the member of staff sends the dated documents to the responsible unit for a written determination before publishing a grade, confirming eligibility or changing a duty.

Staff consultation hours · Job descriptions · EBYS

6. Leave, absence and lesson make-up

Planned absence

A member of staff requests leave or a temporary assignment through the applicable personnel procedure. The request identifies the dates and all affected teaching and examination duties. The Secretariat confirms the form required for the appointment category. Department management confirms the academic arrangements for classes and the assessment unit confirms any change to examination duties.

Unforeseen absence

The instructor informs the designated administrator as soon as possible, giving the class, room, time and any assessment affected. Supporting medical or personnel documents are submitted to the authorised office. Students receive the confirmed teaching arrangement through the institutional channel.

Replacement teaching

Stage	Required information or action
Before the replacement class	Identify the course, group, original lesson and proposed replacement date and time. Use the School’s current lesson make-up form (Ders Telafi Formu).
Following authorisation	Communicate the confirmed arrangement to the class. The instructor responsible for delivery records actual attendance.
On completion	Reconcile the delivered hours with the approved arrangement and notify the relevant officer of any change affecting workload or payment.

The Personnel Department provides forms for annual or excused leave, temporary assignment and return to duty. A student’s request to sit a missed examination follows the separate procedure in section 16.1.

School forms · Personnel forms · Personnel Department

7. Programme structure and progression

Modules and levels

The English Preparatory Programme consists of four eight-week modules. Scheduled teaching in 2026–2027 is 20 hours of English per week. A module is a period on the academic calendar. A level describes the provision assigned to a student during that period. The School uses A1, A2, B1, B1+ and B2.

Academic decision	Basis for the decision
Initial placement	The placement examination assigns the starting level. Section 7.1 gives the published score bands.
Progression to the next level	A student who meets the attendance requirement and earns a weighted level grade of at least 70/100 progresses. A student who fails a level repeats it in accordance with the Directive.
Completion through coursework and the year-end examination	Article 12(5) requires completion of B2 for compulsory preparation or B1+ for optional preparation, together with a year-end examination score of at least 70.
Exemption through proficiency	A compulsory preparatory student may qualify through the B2 proficiency examination under Article 13. Article 7 also specifies other possible grounds for exemption.

Illustrative progression

A student placed at A2 in Module 1 may progress to B1, B1+ and B2 over the next three modules if the progression conditions are met each time. Completion of compulsory preparation is determined under the relevant provisions for the student’s route. The formal result is recorded through the authorised University process.

Teaching and Examination Directive · Programme curriculum · Level syllabi

7.1 Placement and requests for level adjustment

Initial placement

The published 2026 placement specification allocates 70 points to listening, reading and language use, and 30 points to writing. The examination lasts 130 minutes. Staff use the exact overall score before rounding to determine placement. The four entry bands are shown below.

Overall placement score out of 100	Starting level
Below 30	A1
30 or above, below 58	A2
58 or above, below 82	B1
82 to 100 inclusive	B1+

A placement score of 70 assigns the student to B1. The placement decision establishes a starting level. It confers no exemption from preparation. For a student who misses placement, the published workflow provides for entry at A1 unless the School Administrative Board authorises an exceptional make-up examination.

Review during the first two weeks

The published placement workflow allows a level adjustment to be considered during the first two weeks after placement. A student may submit a petition. A unanimous recommendation from the relevant instructors is the alternative route. The Measurement and Assessment Unit reviews the case and the School Administrative Board decides whether the level will be retained or changed.

A request to correct a scoring error follows the written appeal procedure in section 16.1. The authorised officer implements an approved change in the institutional record.

Placement specification · Placement workflow · Teaching and Examination Directive

8. Academic calendar 2026–2027

The following dates are taken from the School's published academic calendar. Examination notices specify the rooms, session times and candidate instructions.

Activity	Date or period
Teaching year	28 September 2026 to 11 June 2027
Compulsory preparation proficiency I	23–24 September 2026
Initial placement	28 September 2026
Common compulsory English exemption	7 October 2026
Module 1 teaching / end examination	28 Sep to 20 Nov 2026 / 19–20 Nov 2026
Module 2 teaching / end examination	30 Nov 2026 to 22 Jan 2027 / 21–22 Jan 2027
Semester break	22 Jan to 14 Feb 2027
Compulsory preparation proficiency II	11–12 February 2027
Module 3 teaching / end examination	15 Feb to 9 Apr 2027 / 8–9 Apr 2027
Module 4 teaching / end examination	19 Apr to 11 Jun 2027 / 10–11 Jun 2027
Spring resit	21 June 2027

Staff planning

The September proficiency examination, placement examination and October common English exemption examination serve different groups. The February proficiency examination takes place during the semester break. Before advising a candidate, verify the applicable examination and the published eligibility conditions.

School academic calendar · Examination notices

9. Curriculum and lesson preparation

From a level outcome to a lesson

The level syllabus sets out the learning outcomes and the planned sequence of instruction. For each lesson the instructor selects the relevant outcome, identifies what students will produce or demonstrate, and chooses material that supports the task. Classwork should provide opportunities to use the skill subsequently sampled in assessment.

An A2 example

The A2 assessment map includes listening for specified information in everyday announcements. A lesson can begin with a short travel announcement and a timetable with several entries missing. Students listen for departure details and compare their entries in pairs. The instructor checks which details were correctly identified and decides whether the class needs further work on times or place names. This is an illustrative classroom activity.

Materials and accessibility

Instructors review supplementary material for accuracy, language demand, accessibility and suitability for the stated outcome. Where a text requires adaptation, the record should identify the outcome retained and the support provided. A difficulty affecting several classes is reported to the Programme and Material Development Unit with an example and its effect on learning.

Review after teaching

The class handover records the outcome covered and any material that requires revision. The unit can then compare reports from different groups with the syllabus and assessment evidence before deciding on a change.

Level syllabi · Programme curriculum · A2 assessment map · Programme and Material Development Unit duties

9.1 Academic coordination during a module

The following sequence brings together the teaching and assessment actions that recur in each eight-week module. Each unit communicates its own deadlines and allocation of duties through the current module instructions.

Stage	Teaching and coordination	Record or reference
Before teaching begins	Confirm the class list, assigned level, syllabus and approved learning platform. Teaching partners agree how they will record coverage and share student referrals.	Current timetable, class list and syllabus
Opening lessons	Explain the level outcomes, attendance rule, assessment components and access to support. Show students the checklist for their level.	Level checklist and assessment map
During the module	Record attendance, monitor progress and return feedback against the criteria. Refer common difficulties with a task to the programme or assessment unit.	Attendance record, class handover and feedback
Before and during assessment	Confirm the released paper, scoring key, candidate arrangements and briefing. Refer discrepancies to the coordinator.	Exam package, roster and signed handover where required
At the close of the module	Reconcile component marks, submit results through the authorised system and review emerging patterns with the relevant unit.	Verified marks and module review record

Where a unit agrees a change, the decision should identify the document affected, the person responsible and the cohort to which the change will apply.

Level syllabi · Level assessment maps · Level checklists · School academic calendar

10. Teaching and classroom practice

Teaching the assigned syllabus

At the start of a teaching sequence, the instructor explains the intended learning outcome and the task through which students will demonstrate it. Instructions should identify the expected product and provide a model where the level warrants one. During the task, observation of student performance informs the support provided.

Feedback and participation

Feedback should refer to the task criteria and identify an attainable revision or next step. A short written response may be returned with one example of successful organisation and a specific point for revision. Pair work, guided rehearsal and individual preparation may be used to widen participation while maintaining the agreed level outcome.

Access and conduct

A student requiring an adjustment is referred to the School and the University Disability Support Unit for guidance on the applicable arrangements. Instructors implement authorised adjustments and protect information shared about an individual student. Disruption is documented in terms of observable behaviour and referred through the appropriate institutional process when further action is required.

Continuity between lessons

The instructor records the outcome reached, work set and any matter requiring follow-up by a teaching partner. Where several groups experience the same difficulty, the Programme and Material Development Unit can review the materials or teaching sequence against the syllabus.

Teaching policy · Level syllabi · Disability Support Unit

11. Attendance, projects and online work

Recording attendance

Article 11 of the Directive sets the maximum absence at 15% of the total teaching hours for each level. For a level with 160 scheduled hours, 15% is 24 hours. The authorised timetable determines the denominator in an individual case. An instructor records actual attendance and refers a disputed entry to the responsible office with the class list and lesson record.

Periods covered by an excuse or medical report count towards absence, except in special cases approved by the School Administrative Board. Students who fail on attendance grounds repeat the level. Article 11 makes separate provision for a compulsory preparatory student who fails the fourth module on attendance grounds.

Project and in-class assessment

Provide the task, submission conditions and marking criteria before work begins. For group work, specify how individual contributions will be assessed. Record the mark against the applicable criteria and retain the evidence associated with the assessment in the designated location.

Online assessment

Use the platform and tasks announced for the level. A reported technical failure should be recorded with the date, task and scope of the interruption. Affected students receive the arrangement confirmed by the responsible unit. Changes to a deadline or a component mark must be traceable to the authorised decision.

Student follow-up

When attendance or task completion puts progress at risk, notify the student through an appropriate private channel, explain the recorded position and identify the office authorised to review the case.

Teaching and Examination Directive · Level assessment maps · Staff consultation hours

12. Assessment responsibilities and design

Purpose and alignment

The Measurement and Assessment Unit coordinates examinations within its published remit. An assessment writer begins with the decision the assessment will support. Placement establishes a starting level. A module assessment measures the stated level outcomes. The compulsory preparatory proficiency examination assesses readiness to enter departmental studies at B2.

From a learning outcome to a test item

Design question	Information to record
What is being assessed?	Specify the level, skill and outcome in the relevant map or specification.
What will the candidate do?	Identify the task type, stimulus, response format and time available.
What will count as evidence?	Provide the answer key, acceptable responses or analytic rubric, with the point allocation.
How will the item be checked?	Identify the reviewer and the approved version. Check level, clarity, scoring and accessibility before release.

For example, the A2 map permits a scanning task based on a timetable. The writer selects the detail to be located, specifies the acceptable answer and checks that the printed timetable gives one unambiguous response. This allows the reviewer to trace the item to the reading outcome.

Release and security

The unit checks the candidate paper against the answer key, rubric, recording and administration instructions. A revised item must appear in every affected part of the released package. Only authorised staff receive live material. Examination content remains in restricted storage.

Assessment Unit duties · Level assessment maps · Proficiency specification · A2 assessment map

13. Preparing an examination

Allocation and review

The Measurement and Assessment Unit identifies staff assigned to writing, review and administration. For the proficiency examination, staff follow the review stages in the published policy. The unit’s role description also provides for the review of questions with the Deputy Director, proofreading, reproduction and the allocation of rooms.

Stage	Action before release
Examination brief	Confirm purpose, component, approved specification, candidate instructions and permitted materials.
Academic review	Check each item against its outcome. Solve the paper against the key and test the scoring instructions on a sample response.
Production	Reconcile the paper, recording, answer sheet and rubric. Verify print quantities, version and secure handling.
Room and staffing	Verify the room assignment, authorised candidate list, equipment and any approved adjustment. Confirm who receives and returns the pack.

Briefing and handover

The coordinator provides instructions for timing, identity checks, permitted clarification, approved adjustments and incident reporting. For listening, the assigned member of staff tests the equipment and confirms the recording version before candidates enter. Speaking examiners receive the applicable task sequence, scoring sheet and timing instructions.

The handover identifies the sitting, room, packet and recipient. A missing item, compromised paper or material discrepancy is reported to the coordinator before distribution. The coordinator authorises any replacement and communicates the decision to all affected rooms.

Assessment Unit duties · Proficiency policy · Proficiency specification · Examination notices

14. Invigilation and incident handling

Admission and commencement

Invigilators check identity and attendance against the authorised list and apply approved arrangements for individual candidates. An unresolved discrepancy is referred to the examination coordinator. All candidates receive the released instructions and the same authorised start and finish times for their sitting.

During the examination

Invigilators supervise the room and provide administrative clarification within the examination instructions. An apparent error in a question is referred to the coordinator. Any authorised clarification is communicated consistently across affected rooms. If an audio recording is interrupted, record the point of interruption, time and affected room before seeking a decision on resumption.

Suspected misconduct or disruption

The invigilator records what was observed, the time, the candidate identifier and the materials involved. Preserve relevant material through the secure examination procedure. The report identifies the action taken at the time and any witnesses. The competent authority determines the outcome under the applicable disciplinary procedure.

Closure and return

Reconcile attendance with the number of scripts or answer sheets received. Record any missing or additional item and transfer the documents and any incident record to the designated recipient. Health or emergency information is shared only with staff responsible for responding.

Minimum handover details

Sitting and room, candidates present, materials received and returned, discrepancy or incident reference, receiving officer.

Teaching and Examination Directive · Assessment Unit duties · Proficiency policy

15. Marking and standardisation

Selecting the scoring instrument

For objectively marked items, use the key for the released paper. For writing and speaking, select the rubric for the examination and task actually administered. The School publishes separate instruments for placement writing, proficiency writing and proficiency speaking. Each defines its own task structure and maximum marks.

Instrument	What the examiner records
Placement writing	The three tasks contribute 5, 5 and 20 points. Apply the level-specific descriptors and record each task score before combining the three.
Proficiency writing	Task 1 has four criteria, each scored out of 10, and contributes 20 points after conversion. Task 2 has two criteria, each scored out of 10, and contributes 10 points. The component total is 30.
Proficiency speaking	The presentation and examiner discussion each contribute 50 points. Apply the five criteria for the relevant task and retain the candidate’s completed scoring record.

Standardisation and independent marking

Before marking, examiners compare sample performances against the descriptors and record the basis for any agreed interpretation. In the proficiency examination, the assigned markers score independently using the candidate identifier. The published policy specifies when a third rating is required. Section 15.1 illustrates the rule.

Any authorised adjustment to a mark must remain traceable to the original ratings and the decision. The assessment unit retains the scoring record with the relevant sitting.

Rubric collection · Proficiency writing rubric · Placement writing rubric · Proficiency speaking rubric

15.1 Proficiency scoring and moderation

Calculating the two sessions

The written session lasts 120 minutes and is marked out of 100. Listening contributes 20 points, reading 30, language use 20 and writing 30. A written score of at least 50 is required for admission to speaking. The oral session is also marked out of 100 and lasts approximately 8–10 minutes per candidate. The written session contributes 60% of the final score and speaking contributes 40%. The overall pass threshold is 70.

Illustrative scores	Calculation and decision
Written 80, speaking 65	80 × 0.60 + 65 × 0.40 = 74. The candidate meets the overall threshold.
Written 49	The candidate is ineligible for the speaking session. No projected oral mark is used.

When independent ratings differ

A third marker is required when the difference exceeds 3 points out of 30 for writing or 10 points out of 100 for speaking. When a third rating is obtained, use the mean of the two closest ratings. These rules apply to the proficiency examination.

Illustrative writing record	Application of the rule
First marker 18/30, second marker 23/30	The difference is 5. A third marker is required.
Third marker 22/30	22 and 23 are the closest ratings. The moderated component score is 22.5/30.

The unit retains the independent ratings and the moderated result. Cases outside the published scoring instructions are referred to the unit before final entry.

Proficiency policy · Proficiency specification · Rubric collection

16. Scores, results and student appeals

Module grade

Article 12 of the Directive sets the component weights below. The example shows the calculation for a student who has satisfied the attendance requirement. The scores are illustrative.

Component	Weight	Example score / 100	Contribution
Project	20%	80	16.0
Mid-module examination	30%	70	21.0
End-of-level examination	40%	75	30.0
In-class assessment	5%	90	4.5
Online platform activities	5%	80	4.0
Weighted level grade	100%		75.5 / 100

A weighted level grade of at least 70 meets the academic threshold for progression. For a student at the programme exit level, the completion conditions in Article 12(5) must also be checked. The calculation above does not establish the student's final entitlement to exemption.

Verification and notification

The instructor checks the candidate identifier, component marks, weight and total against the assessed work before submission. The authorised officer enters or verifies the result in the institutional system. An approved correction is recorded with its basis and date. Students receive individual feedback through the institutional channel.

A challenge to a formally announced result follows the written procedure in section 16.1. The date of the announcement is relevant to the period for filing an appeal.

Teaching and Examination Directive · Level assessment maps · Student petitions

16.1 Examination appeals, make-up examinations and resits

Reason for the application	Procedure and timeframe
Suspected clerical error in an announced result	Under Article 14(1), submit a written objection to the School within five working days following the announcement of the results covered by that provision. The School examines the matter within 15 working days and informs the student of the outcome.
Objection to a practical oral assessment of speaking or listening	Under Article 14(2), submit a reasoned written objection to the School Directorate within five working days of the announcement. The Directorate decides within 15 working days and notifies the student in writing. The examination commission completes and signs the assessment form for each candidate.
Missed end-of-level examination for a valid reason	Use the School’s make-up examination petition. Article 15 provides for a make-up sitting on the calendar dates for eligible students. A second make-up sitting is unavailable.
Spring resit at the exit level	Under Article 12(6), the spring resit replaces the B2 end-of-level examination for compulsory preparation or the B1+ end-of-level examination for optional preparation. Consult the announcement for the sitting.

Instructor’s role

Refer the student to the appropriate petition, preserve the original script and scoring record, and provide them to the authorised reviewer on request. Where the review confirms a clerical error, the School arranges the correction and communicates the outcome. The current July 2026 Directive places examination appeals in Article 14.

Teaching and Examination Directive · Student petitions · School academic calendar

17. Professional development

Responsibilities and priorities

The Professional Development Unit plans in-service training and induction, organises classroom observations and identifies instructors' development needs. It gathers feedback after each activity and reports the results. Instructors can raise a development need by identifying the teaching issue, the staff affected and an example from practice.

The unit's internal 2026–2027 plan identifies digital teaching tools, mediation, consistency in speaking assessment and academic writing as proposed training topics. The confirmed activity announcement determines the date, facilitator and arrangements for participation.

From an identified need to follow-up

Stage	Evidence that supports the work
Identify the need	Staff survey, self-assessment or recurring difficulty identified in teaching or moderation.
Plan the activity	Intended participants, teaching practice to be developed, activity design and expected outcome.
Document delivery	Confirmed programme, materials, attendance record and participant feedback.
Review application	A revised task, anonymised sample or short account of classroom use. Record whether further support is needed.

For example, an instructor attending a mediation workshop might adapt a task so that learners explain information from a text to a different audience. The unit can review the adapted task and the instructor's account of how students responded.

The unit's PDU Planning 2026–2027 and its implementation guide of 22 October 2026 provide the activity and follow-up records.

Professional Development Unit duties · Needs analyses

18. Observation, feedback and appraisal

Developmental observation

The Professional Development Unit plans and carries out classroom observations. Its internal observation materials cover learner participation, the communicative purpose of tasks, integration of skills, reflection and mediation. The observation begins with an agreed focus that can be examined within a single lesson.

Before the visit, the instructor and observer identify the class, learning outcome, activity and focus. During the lesson the observer records specific events, such as which learners contributed and how they used a source text. In the feedback discussion, both colleagues consider the evidence, agree a teaching adjustment and identify a suitable follow-up.

Formal performance appraisal

A member of staff seeking the formal appraisal arrangements for their role should obtain the applicable written procedure from the School Directorate. It should identify the reviewer, criteria, schedule, evidence considered, how the written outcome is communicated privately and the route for a response. The Directorate can clarify which procedure applies to a teaching role and which applies to an administrative assignment.

The checklist in section 18.1 records developmental feedback. Any use of an observation in a formal appraisal requires a separately authorised procedure communicated to the staff member. The University Personnel Department’s recruitment or appointment documents serve their own stated purposes.

Handling records

Individual observation notes are exchanged privately with the instructor and kept in the designated restricted location. For programme planning, the unit can report recurring development needs without identifying individual colleagues.

Professional Development Unit duties · Job descriptions · DEDAK criteria and scope

18.1 Classroom observation and follow-up record

This developmental working record adapts the general and follow-up observation checklists in the Professional Development Unit's 2026–2027 plan. The instructor and observer can complete it together. Use the current unit form if one has been issued for the activity.

Instructor and observer	Module / level	Observation date

Before the lesson	**Agreed focus or evidence**
Intended learning outcome and task	
Observation focus, such as participation or mediation	
During and after the lesson	**Notes**
Observable event and evidence of student learning	
Instructor's interpretation and observer's feedback	
One agreed adjustment and support required	
Follow-up date and evidence to be reviewed	

Completing the follow-up

Compare the agreed adjustment with the subsequent classroom evidence. Record whether it was implemented and whether the original difficulty persists. The instructor and observer can agree to close the action or identify further support. Keep identifiable notes within the unit's restricted process.

The Professional Development Unit holds the general classroom observation and targeted follow-up checklists in PDU Planning 2026–2027.

Professional Development Unit duties

18.2 Proposed framework for formal staff appraisal

For institutional review. This framework identifies the decisions needed for a formal appraisal of teaching or administrative staff. It becomes applicable only when the competent authority issues the procedure and informs the staff concerned.

Element to define	Proposed provision for consideration
Scope and responsibility	Identify the positions covered, who conducts each review and the alternative reviewer where there is a conflict of interest. Identify any differences between teaching and administrative posts.
Criteria and evidence	For teaching staff, relate evidence to assigned teaching, assessment and professional responsibilities. For administrative posts, use the duties in the relevant job description. Communicate the criteria, evidence sources and review period in advance.
Review and staff response	Allow the staff member to provide context and relevant evidence. The reviewer prepares a reasoned written outcome and shares it privately. Identify the procedure for recording comments or requesting review.
Development and follow-up	Record any agreed support, its responsible office and the date on which the action will be reviewed.
Access and retention	Specify the authorised custodian, who may access the record and the applicable retention arrangements. Keep individual outcomes separate from programme-level summaries.

The approval record should identify the institutional decision, effective date and staff notification method. Once approved, the School can replace this proposal with the specific procedure and its current form.

DEDAK criteria and scope · DEDAK evidence guide · Job descriptions

19. Student guidance and independent learning

Academic guidance

During office hours, instructors can review a marked task, explain the criterion concerned and agree a particular learning action with the student. A referral record, where required, identifies the academic issue and next contact. Personal welfare information is shared only through the appropriate confidential route.

Student need	Referral and purpose
Further language practice or late entry	The Independent Learning Centre supports activities outside timetabled classes and provides orientation information for students joining after the main induction.
Reading beyond the syllabus	The School's Honesty Library allows staff and students to borrow, return or contribute books without a membership fee. The School also publishes reading activities such as Coffee & Book.
Disability-related access or an adjustment	Contact the School and the University Disability Support Unit. The responsible office advises on the application and any authorised arrangements.
Individual psychological support	The University's Health, Culture and Sports Department publishes the Psychological Counselling and Guidance Centre's services and access arrangements. Students can contact the centre directly.

An instructor who receives an examination appeal or a complaint during an office hour provides the appropriate formal route and explains the relevant deadline. Sections 16.1 and 21 set out the respective procedures.

Staff consultation hours · Independent Learning Unit duties · Disability Support Unit · Student counselling · Honesty Library

20. YADYO AI and responsible technology use



Access and use

The School lists its AI assistant under the student menu, Yapay Zeka Asistanı. Instructors may demonstrate this entry point during orientation and show students how to verify an answer against the relevant School document. Eligibility, examination dates and individual results are confirmed through the published notice or the authorised office.

Use in teaching and assessment

When an activity permits AI assistance, the task instructions should specify what students may use and what evidence of their own work they must submit. For example, learners may compare a generated explanation with a course resource and document the change they made to their own writing. For assessed work, follow the instructions for that specific task.

Individual staff or student records, identifiable scripts and unreleased questions should be processed only in systems authorised for that purpose. A concern about authorship is documented against the task requirements and referred through the applicable assessment procedure.

YADYO AI · Personal data protection · Teaching policy

21. Student requests and complaints

Selecting the appropriate procedure

The School's student request, suggestion and complaint form covers teaching, assessment arrangements, student services and facilities. An objection to an individual examination result has a separate petition and time limit under Article 14. A student requesting a make-up examination also uses a dedicated petition.

Information recorded on the School form

Part of form	Information supplied by the student
Identification	Date, name, student number, programme, class and contact details.
Type and subject	Select request, suggestion or complaint and identify the area concerned.
Account and remedy sought	Describe the event and its date, specify the action requested and list supporting documents.
Submission	Sign and date the form. Follow the School's current submission instructions and retain the registration reference where one is issued.

Staff handling

The receiving member of staff identifies the competent office and directs the student to the corresponding form. The authorised office records the referral and communicates the outcome through the institutional channel. Individual allegations and identifiable records are handled in confidence.

Patterns in feedback may be referred to the Quality Commission in anonymised form. A formal student submission is retained in the case record, separately from any aggregate report used for programme review.

Student request and complaint form · Student petitions · School Secretariat and contact details · Teaching and Examination Directive

22. Staff concerns and professional conduct

Professional conduct

Staff carry out the duties of their appointment, treat colleagues and students fairly, protect confidential information and disclose a conflict of interest to the competent authority. A concern about conduct is recorded in factual terms. Any finding or disciplinary measure belongs to the authority designated under the applicable procedure.

Submitting a staff concern

A member of staff seeking formal consideration should identify the act or decision, date, persons or offices concerned, the action requested and any relevant documents. The School Secretariat or Personnel Department can identify the competent receiving authority and the registration route for the staff member's employment status. If the concern involves the usual recipient, seek the appropriate alternative authority before disclosing the material.

Step	Record to retain
Submission to the competent office	Dated statement, relevant attachments and registration reference.
Review	Correspondence requesting clarification and the office handling the matter. Access is restricted to those with an authorised role.
Notification and follow-up	Written outcome and the review or objection route stated in the decision. Where a deadline applies, use the one specified for that procedure.

The national regulation on civil servants' complaints and applications expressly excludes academic staff at institutions subject to Law No. 2547 from its scope (Article 2). The Personnel Department advises on the applicable route for a particular appointment. The student complaint form serves student submissions.

Personnel Department · School Secretariat and contact details · Civil service complaints regulation · Personnel forms

22.1 Proposed procedure for handling staff complaints

For institutional review. This procedure is proposed for the School's consideration. The competent authority must confirm its application to each employment category, the receiving offices and time limits before it is issued to staff as a School procedure.

Stage	Proposed action
Receipt	Provide a confidential registration route. Record the date, reference and contact details, acknowledge receipt, and identify the office that will communicate the outcome.
Allocation	Determine which authority has jurisdiction. Where the person normally receiving the complaint is named in it, refer it to the designated alternative authority. Disclose information only to persons responsible for the matter.
Examination	Invite the relevant parties to provide a factual account or documents through the appropriate official channel. Identify any separate personnel, disciplinary or statutory procedure that applies.
Decision and review	The authorised decision maker records the reasons, notifies the staff member privately and identifies the applicable review route and deadline.
Closure and institutional learning	Retain the complaint, correspondence and response in the restricted case file. Report recurring issues to management in anonymised form where this informs a service improvement.

DEDAK criteria and scope · DEDAK evidence guide · Personnel Department · School Secretariat and contact details

23. Records, privacy and information security

Purpose and access

Teaching records document participation and achievement. Personnel records support employment decisions. Quality records document programme review. Staff should use the approved location for each purpose and limit access to the persons responsible. An anonymised summary is generally sufficient for a quality meeting considering a recurring issue.

Record	Handling principle
Class lists, attendance and grades	Use the authorised academic system. Check identity before disclosing an individual result.
Live examinations and marked scripts	Restrict access to the assigned examination staff. Preserve the approved version and the link between a mark and its evidence.
Observation, appraisal or complaint	Store identifiable material separately from aggregate reports. Communicate an individual outcome privately.
Material proposed for research or publicity	Obtain the relevant institutional approval and establish the applicable basis for using identifiable work or images before release.

Retention, correction and incidents

The University’s authorised retention and disposal arrangements apply to official records. Staff should obtain the applicable retention schedule from the office responsible for the record. A correction must identify the original entry and the decision authorising the change.

If a file is disclosed to an unintended recipient or an account is compromised, contact the responsible institutional office and the University IT service promptly. Preserve the factual details required for review and use the University’s data protection channel for guidance.

Personal data protection · Information Technology · IT support request

24. Quality assurance and accreditation evidence

Responsibilities of staff and units

The School's quality policy provides the framework for programme review. Staff contribute evidence from the activity for which they are responsible. The unit undertaking a review identifies the question, interprets the evidence and records the decision and follow-up. An attendance list confirms that an event took place. Its effect on teaching requires separate evidence.

Plan, implement, check and act

Stage	Application to a proposed improvement
Plan	Identify the learning or service problem, establish the evidence available and agree the outcome to be examined.
Implement	Record the approved change, date, responsible person and the cohort or service affected.
Check	Compare the follow-up evidence with the initial position. Include relevant feedback from staff and students.
Act	Record whether the change will continue, be revised or end. Set a review date for any outstanding action.

Document control

The unit responsible for a source should identify its current version and record any change that affects a decision or a staff duty. After approval, the revised information should appear in the corresponding syllabus, examination document, handbook section and notice as applicable. Confidential supporting records remain in the responsible office.

The School's November 2026 quality meeting included academic and administrative staff and a student representative. The published account provides a local example of stakeholder participation. Implementation of any particular decision is documented through the relevant unit's own records.

School policies · Quality reports · Quality meeting · DEDAK evidence guide

24.1 DEDAK criteria and supporting records

The DEDAK Evidence and Indicators Guide identifies the staff handbook as a source under several criteria. The table locates the corresponding information in this handbook and identifies examples of separate supporting records. The wording below summarises the criteria.

DEDAK area and criterion	Handbook location	Supporting record
Mission 1 and Management and Organisation 1–3	Mission, organisation chart and appointment and duties	Published mission, role descriptions, appointment and assignment records. The Guide identifies its Annex 3 competence table for Management and Organisation 2.
Teaching Staff 1–2	Qualifications and employment information	Vacancy notice, individual appointment terms and current job description. The Guide identifies its Annex 4 competence table for Teaching Staff 1.
Teaching Staff 3 and Management and Organisation 4	Appraisal and proposed appraisal framework	Approved role-specific criteria, individual written outcome and evidence of confidential communication.
Teaching Staff 4	Induction, professional development and observation	Most recent induction materials, attendance, feedback and follow-up evidence.
Management and Organisation 5–7 and Student Support and Services 4	Student complaints, staff concerns and records	Approved procedures, restricted case records and authorised replies.
Continuous Improvement 1	Programme review	Review decisions, implementation evidence and follow-up. The Guide identifies the programme evaluation table in its Annex 5.

DEDAK criteria and scope · DEDAK evidence guide

25. Programme review and needs analysis

Sources of evidence

The School publishes needs analyses for current students, graduates and instructors, together with faculty feedback on the preparatory programme. It also publishes student expectation, orientation and module survey reports. The Programme and Material Development Unit considers these alongside syllabus coverage, assessed work and progression data when reviewing an outcome.

From findings to a decision

A review record identifies the issue, the groups affected and the reason for the proposed change. Where responses differ between cohorts, separate their findings before recommending a programme-wide action. A curriculum proposal affecting assessment is reviewed jointly with the Measurement and Assessment Unit.

An illustrative review

If students repeatedly misinterpret an A2 project instruction, the unit can compare the task brief, the relevant syllabus outcome, examples of responses and instructor feedback. If it revises the brief, the decision records the revised wording and the first cohort to receive it. At the next review, the unit examines whether the same misunderstanding recurs.

Review record	Information to retain
Decision	Issue, sources considered, approved action, responsible unit and effective date.
Follow-up	Implementation evidence, finding after the change and the next decision.

The current and previous versions should remain distinguishable. Instructors receive the revised materials through the institutional channel before using them with students.

Needs analyses · Survey reports · Programme and Material Development Unit duties · Quality reports

26. Administrative and financial processes

Official correspondence

Documents requiring registration or formal approval are processed through EBYS. The originator provides the subject, supporting material and intended action. The correspondence office advises on routing and signatory requirements. Registration references should accompany later correspondence about the same matter.

Matter	Action by the requesting member of staff	Responsible service
Teaching workload or additional payment	Identify the assignment, period and discrepancy. Supply the relevant timetable, duty or delivery record.	Accruals officer and School Secretariat
Purchase of materials or equipment	Describe the requirement, purpose and technical specifications. Obtain authorisation before committing expenditure.	Purchasing officer through the Secretariat
Asset issue, transfer or return	Identify the asset and its current location. Record any authorised movement or handover.	Movable property records officer
End of an assignment or departure	Transfer official records to the designated colleague, return assets and request the applicable clearance form.	School Secretary and Personnel Department

The School's published role descriptions distinguish financial processing, purchasing, correspondence and asset recording. Access to payroll information and individual personnel documents is limited to authorised staff. Personnel and teaching records should reflect the same approved change of duty.

Job descriptions · Personnel forms · EBYS · PBS

27. Systems, resources and university services

Institutional service	Staff use
OBS, Student Information System	Use the functions assigned to the staff account for class and academic records. Report missing permissions through the responsible office.
EYS / UZEM, learning environment	Provide course material and activities in the designated environment. Check that the intended class can access the material.
EBYS and institutional email	Use EBYS for registered correspondence and approvals. Use institutional email for academic coordination and notices within the assigned role.
PBS and IT support	Use the personnel service and the University's technical support request route. A report should identify the service, room, time and effect on teaching.
University Library and eduroam	Consult the Library for licensed resources and access conditions. Use the University's published instructions for wireless access.

Professional activity and mobility

The School's Erasmus page provides a route for mobility enquiries. The relevant institutional approval and arrangements for teaching duties must be confirmed for an activity that affects the timetable. Research involving participants or identifiable student work should be referred to the competent University ethics or data protection office before collection or publication.

The University website and campus map provide current office locations. For a fault during a live examination, notify the examination coordinator as well as IT so that any change is authorised for all affected candidates.

OBS · Information Technology · IT support request · University Library · Erasmus coordination

28. Troubleshooting and emergencies

Situation	Immediate action	Institutional follow-up
A scheduled lesson cannot proceed	Inform the designated administrator of the class, room and activity affected. Maintain supervision as appropriate.	Obtain the confirmed teaching arrangement and complete any required lesson make-up record.
A grade or attendance record appears incorrect	Compare the original evidence with the recorded identifier and entry. Preserve the existing record.	Refer the discrepancy to the competent unit. An approved correction must be traceable.
Equipment fails during an examination	Inform the examination coordinator and record the time, room and portion of the examination affected.	The coordinator communicates the authorised arrangement and retains the incident record.
A student requires specialist support	For a non-emergency, identify the relevant service and share only the information needed for referral.	Use the University Disability Support Unit or counselling service, as appropriate.

Immediate danger

In an emergency in Türkiye, call 112. State the campus, building, room or nearest identifiable entrance, the nature of the emergency and any immediate risk. Follow the directions of the emergency responders and the posted building instructions. Inform the designated campus authority as soon as circumstances permit.

After an incident, provide a factual account through the institutional channel. Identifiable information and images must remain within the authorised response process.

112 emergency service · School Secretariat and contact details · IT support request · Student counselling

Abbreviations and service contacts

Term	Meaning
CEFR	Common European Framework of Reference for Languages
DEDAK	Dil Eğitimi Değerlendirme ve Akreditasyon Derneği
SFL / YADYO	School of Foreign Languages / Yabancı Diller Yüksekokulu
PDU	Professional Development Unit
OBS	Student Information System
EBYS	Electronic Document Management System
PBS	Personnel Information System
EYS / UZEM	Learning management system / Distance Education Centre
PDCA / PUKÖ	Plan, Do, Check, Act / Planla, Uygula, Kontrol Et, Önlem Al

School of Foreign Languages

The School is located on Avşar Campus, 46040 Onikişubat, Kahramanmaraş, Türkiye. Staff may contact the School on +90 344 300 17 18 or at yadyo@ksu.edu.tr. The University switchboard is available on +90 344 300 10 00.

Current office hours, board memberships and unit assignments are published on the School website. Staff may use the School Secretariat as the first point of contact when the responsible office is unclear.

School Secretariat and contact details · Staff consultation hours · School units · Campus map

Source directory

School governance and staff administration

Programme mission and vision
Published bilingual mission and vision of the English Preparatory Programme.

Organisation chart
Institutional chart for comparison with the English version in this handbook.

School management · School boards
Current office holders and board memberships.

Job descriptions · School units
School-level responsibilities and unit assignments.

Professional Development Unit duties · Programme and Material Development Unit duties · Independent Learning Unit duties
Published descriptions of the specialist units.

Personnel Department · Personnel forms
Appointment information and personnel forms, including leave and return to duty.

School forms
School lesson make-up form, appointment-extension petition and sample CV.

School Secretariat and contact details · EBYS
School contact details and the registered correspondence system.

Sources for teaching and assessment

Curriculum and student decisions

Teaching and Examination Directive

School Foreign Language Teaching and Examination Directive, Senate decision of 16 July 2026, 2026/16-06. See Articles 11–15 for attendance, grades, proficiency, appeals and make-up examinations.

School academic calendar · Examination notices

Annual School calendar and current session announcements.

Programme curriculum · Level syllabi · Level checklists

Programme curriculum, level syllabi and student self-assessment checklists.

Teaching policy · Level assessment maps

Teaching policy and level-specific assessment information.

Examinations and records

Placement specification · Placement workflow

Placement scoring bands and the procedure for level adjustment.

Proficiency policy · Proficiency specification

Proficiency session weights, specifications and moderation procedures.

Rubric collection · Proficiency writing rubric · Proficiency speaking rubric

Scoring instruments for proficiency writing and speaking.

Placement writing rubric · A2 assessment map

Placement writing scale and a module-level assessment example.

Student petitions · Student request and complaint form

Forms for score objections, make-up examinations and general student submissions.

Assessment Unit duties · Examination samples

Assessment Unit duties and public examination samples.

Sources for support, quality and accreditation

University and student services

School website · University website
Institutional directories, official announcements and service information.

Staff consultation hours · YADYO AI
Current consultation hours and the School's AI assistant entry point.

Disability Support Unit · Student counselling
Disability support and student psychological counselling.

University Library · Honesty Library · Erasmus coordination
University library, School reading initiative and Erasmus coordination.

OBS · EYS · PBS · eduroam
Academic records, online learning, personnel access and wireless network guidance.

Information Technology · IT support request · Personal data protection
IT services, technical support requests and personal data protection.

Campus map · 112 emergency service
Campus map and the national 112 emergency service.

Quality and institutional review

School policies · Quality reports · Needs analyses · Survey reports
School policies, quality reports, needs analyses and published survey reports.

DEDAK criteria and scope · DEDAK evidence guide
DEDAK criteria, scope and evidence guidance. Section 24.1 maps staff-related criteria to this handbook.

Civil service complaints regulation
Scope of the regulation governing civil servants' complaints and applications. Article 2 identifies the staff it covers.