

KONYA FOOD AND AGRICULTURE UNIVERSITY

FOREIGN LANGUAGES DEPARTMENT

QUALITY MANUAL

QUALITY MANUAL

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I. MISSION, VISION, VALUES AND EXPECTATIONS

a. Mission

The mission of our university is to select the domains of human, animal, agriculture, nutrition, and food as areas of research for promoting sustainable livelihoods and to take a leading role both nationally and globally in educating academic professionals who employ technologies aligned with human dignity.

Our department's missions are as follows:

- to provide students with the necessary fundamental knowledge and skills to excel in interdisciplinary academic work.
- to assist students in enhancing their awareness of the English language, as well as improving their knowledge and skills. We aim to support independent learning and offer high-quality education to foster critical and creative thinking among students.
- our primary goal is to equip students not only with general academic and personal skills but also with English language skills.

The Foreign Languages Department places a strong emphasis on the principle of "knowing and using the language proficiently. Our goal is to equip students with English language proficiency and capabilities that align with global standards, thereby preparing them for their future professional endeavors through a fully English language-based education.

b. Vision

The vision of our university is to become a pioneering international specialized and research university in its field, serving as a global benchmark, and embodying the idea of a modern university in Turkey.

The vision of our department is to establish ourselves as a prominent institution with a robust and corporate identity as we embark on our mission encapsulated in the motto "Converting Knowledge into Outcomes." Our objective is to deliver high-quality Foreign Language Education.

c. Values

The values of our university are as follows:

- Human-centered,
- Recognizing the strategic excellence of agriculture, nature, stockbreeding, and food sectors,
- Providing education with a spirit of research and innovation,
- Nurturing individuals who possess the ability to look at both the whole picture and details,
- Transmitting the significance of the local context while acknowledging global realities,
- Demonstrating practically that sustainable learning is achievable through effective methods and tools.

d. Expectations

At our Foreign Languages Department (FLD), we hold high expectations from our students, particularly in their English language learning journey. We encourage active language engagement, emphasizing the practical application of their skills in both speaking and writing. Additionally, we expect our students to take an active role in various school duties and activities, where they can put their language skills to use effectively. By fostering a strong command of the English language and instilling a sense of responsibility in our students, we aim to prepare them not only as proficient language learners but also as valuable contributors to our academic community.

II. ASSESSMENT POLICY

a. Main Objectives

In our assessment policy, we have several key objectives:

- We strive to achieve fair, reliable, and valid outcomes consistently and transparently throughout the assessment processes.
- We are committed to establishing robust quality control and recording mechanisms for various types of assessments, including midterm and final exams, portfolio assessments, quizzes, and in-class participation. These mechanisms are maintained through a rigorous system of sampling, moderation, and internal verification, all in accordance with the program requirements.
- We are dedicated to providing learner-centered assessment approaches, ensuring that examination formats and designs are appropriate and aligned with the needs of our students.
- We place a strong emphasis on communication. It is our priority to inform both learners and teachers about the examination formats, procedures, and evaluation processes, ensuring clarity and transparency in all assessment-related matters.

b. Range and Scope of the Assessment Policy

The assessment policy applies to all the courses available at Konya Food and Agriculture University Foreign Languages Department.

c. Reliability and Validity

We aim to ensure internal consistency of our exams by consistently formulating the items or questions within a set or scale to measure the same underlying construct or concept.

We aim to ensure validity by making sure that our exams (quiz, survey, midterm and final exam) adequately covers the content or domain it is supposed to represent and our exam questions align with the learning objectives or content standards in our curriculum.

Throughout the academic year, the exams encompass a comprehensive range of language skills, including both productive and receptive skills, as well as grammar and vocabulary. We make sure that both students and teachers at all levels are well-informed about the assessment processes, the covered learning outcomes in various assessment activities, the types of questions on the tests, and the scoring criteria.

d. Internal Verification

Internal verification is an essential component of maintaining the quality and credibility of educational assessments, ensuring that students' efforts are accurately and fairly evaluated.

At FLD, we have three main skills which are Listening-Speaking (LS), Reading-Writing (RW) and Main Course (MC). As skill instructors, we aim to ensure internal verification by 3 main objectives:

- *Quality control:* We try to ensure that the examination questions are accurate, unbiased, and free from errors or ambiguities. In accordance with this practice, faculty members

at the FLD collaboratively review and evaluate all examination questions in preparation for upcoming exams.

- *Fairness:* We assure that the assessment is fair to all students and that no group is disadvantaged by the exam design or marking process. To uphold fairness, skill leaders receive and evaluate examination questions from other course instructors, ensuring that the grading process is uniform and in accordance with established criteria. We also create explicit and consistent guidelines, answer keys or rubrics for the consistent assessment of exam responses.
- *Reliability:* We minimize the potential for subjective grading or other factors that could affect the consistency of scoring thanks to explicit rubrics and steps such double marking (especially in our midterm exams).

At FLD, the head of skill leaders assign scores to each skill course for every exam. Subsequently, the skill leader distributes the question allocation among other instructors within the skill course. Our skill instructors follow the same procedures to maintain an internal verification of the exams as stated below:

Pop Quizzes (Grammar and Vocabulary)	Surveys (Grammar, Vocabulary, Listening, Reading, Writing)
<ul style="list-style-type: none"> -provide the test details for a quiz -write questions accordingly -revision of questions by skill leaders and the other instructors in each skill group -making changes if necessary -having a meeting with all the instructors in 3 skills (RE, LS, MC) for final proofreading and feedback -making changes if necessary -finalize exam questions for the quiz -determine the exact exam date, time and exam duration -conduct the exam -send the answer key to instructors after administering the quiz -distribute the exam papers evenly among the instructors responsible for checking them -have instructors grade the papers and sign their initials on the papers -hand over the exam papers to the class's academic advisor 	<ul style="list-style-type: none"> -provide the test details for a survey -write questions accordingly -revision of questions by skill leaders and the other instructors in each skill group -making changes if necessary -having a meeting with all the instructors in 3 skills (RE, LS, MC) for final proofreading and feedback -making changes if necessary -finalize exam questions for the survey -determine the exact exam date, time and exam duration -conduct the exam Writing -send the answer key and writing exam rubrics to instructors after administering the midterm -distribute the exam papers evenly among the instructors responsible for checking them -have instructors grade the papers and sign their initials on the papers -ensure exam papers are exchanged so that one single exam paper is graded by two different instructors -have two different instructors finalize their scores -hand over the exam papers to the class's academic advisor

<p>Midterms (Grammar, Vocabulary, Listening, Speaking, Reading, Writing)</p>	
<ul style="list-style-type: none"> -provide the test details for a midterm -write questions accordingly - revision of questions by skill leaders and the other instructors in each skill group -making changes if necessary -having a meeting with all the instructors in 3 skills (RE, LS, MC) for final proofreading and feedback - making changes if necessary -finalize exam questions for the midterm -determine the exact exam date, time and exam duration -conduct the exam 	
<p>Writing</p> <ul style="list-style-type: none"> -send the answer key and writing exam rubrics to instructors after administering the midterm -distribute the exam papers evenly among the instructors responsible for checking them -have instructors grade the papers and sign their initials on the papers -ensure exam papers are exchanged so that one single exam paper is graded by two different instructors -have two different instructors finalize their scores -hand over the exam papers to the class's academic advisor 	<p>Speaking</p> <ul style="list-style-type: none"> -provide details for a speaking exam -write speaking questions -have other instructors check the exam questions -make changes if necessary -finalize the questions and prepare speaking cards for the exam -prepare speaking commissions including min. 2 instructors -conduct the speaking exam -finalize oral exam scores -send the speaking scores to all the instructors

III. INVIGILATION POLICY

At FLD, we meticulously execute assessment procedures to uphold security, ensure equitable exam administration, and create an appropriate examination environment for all students. For written exams, one supervisor is assigned to one class, while oral production exams are overseen by two jury members.

Procedures

- ↓ The instructor that arranges the exam distribute exam papers and provide instructions to instructors.
- ↓ The entry documents for the exam are verified, and every student signs an attendance sheet.
- ↓ Exam papers and materials are distributed appropriately by the invigilator.
- ↓ The rules of the exam and instructions are announced to the students.
- ↓ Exam papers and attendance sheets are collected by the invigilator. This individual is responsible for grading the exam papers as well.
- ↓ Any instances of cheating or attempted cheating are officially documented and signed by the invigilators.
- ↓ Any other concerns or issues (such as seating arrangements, heating, or exam administration) are reported to the head of department.

IV. MARKING POLICY

The marking policy plays a crucial role in maintaining the validity and reliability of assessments, ensuring that all students are evaluated fairly and consistently based on predetermined criteria. It also provides transparency to both students and educators regarding how the evaluation process is conducted.

a. Components

The marking policy at FLD includes the following components:

Marking Criteria: Clear and specific criteria are established for evaluating each question or task. These criteria are designed to align with the learning outcomes and objectives of the exam.

Scoring Rubrics: Rubrics are often provided to examiners, which outline the expectations for writing exams. These rubrics help standardize the grading process and ensure consistency.

Double Marking: In writing exams, a double marking process is employed, where multiple examiners independently assess the same responses to ensure reliability.

Review and Moderation: Upon the request of a student, there may be a review or moderation process in place to verify the accuracy and fairness of marking. Senior examiners or moderators may review a sample of assessments.

Feedback: Feedback is provided to students orally or in a written way.

Record Keeping: Record-keeping practices are conducted to ensure that all grading records are accurately maintained and securely stored.

b. Procedures

- ↓ Answer keys and rubrics are prepared for all the parts of exams
- ↓ Answer keys and rubrics are provided to instructors after the exams
- ↓ For marking the productive skills, instructors apply double grading and joint commissions
- ↓ Deadlines for submission of grades are given
- ↓ Any plagiarism in student responses is considered and the response is given '0'
- ↓ Marking is conducted.

V. CURRICULUM POLICY

A curriculum is a structured plan that outlines the content, objectives, methods, and assessment strategies for a particular educational program or course. The curriculum policy at FLD is built upon the idea of being adaptable to meet the needs of the target audience and the alignment with the objectives of the English language learning program.

Our curriculum uses *the spiral approach* where instructors need to build units of work within increasing complexity and a start where the last unit ended.

Our curriculum framework is well-structured with four main components: objectives, content, learning experiences, and evaluation. This structure provides a clear roadmap for designing and implementing an effective educational program or course. All elements within the curriculum, including the syllabus, course materials, and assessment methods, are designed to be in alignment with one another and our curriculum components. All these elements also undergo continuous evaluation and revision. Four components of our curriculum is also in alignment with the Common European Framework of Reference for Languages (CEFR).

a. Objectives

Our curriculum aims to:

- ✓ develop students' proficiency in listening, speaking, reading, and writing in English,
- ✓ enable students to communicate effectively in both academic and real-life situations,
- ✓ enhance students' understanding of English grammar, vocabulary, and language structure,
- ✓ foster cultural awareness and an appreciation of English-speaking cultures.

b. Content

The spiral curriculum model emphasizes that courses are not limited to isolated lessons; instead, each unit or course module taught to students progressively builds upon previously covered concepts. The subject matter or topics that will be covered within the curriculum are instructed using this model.

The skills that our students will engage with during their learning journey are listening, speaking, reading, writing, grammar and vocabulary. Content selection is based on the defined objectives of our curriculum. Based on the content and objectives of our curriculum, we have classes such as Listening-Speaking (LS), Reading-Writing (RW) and Main Course (MC).

c. Learning Experiences

This component focuses on how the curriculum will be delivered to learners. Learning experiences encompass the instructional methods, activities, and resources that facilitate student engagement with the content and help them achieve the learning objectives.

Some of the elements in our curriculum for creating effective learning experiences:

Interactive Classroom Activities: We engage students in interactive activities, group discussions, and debates to foster communication skills.

Multimedia Resources: We utilize multimedia tools, audiovisual materials, and digital resources for language practice.

Role-Playing and Simulations: We encourage role-plays and simulations to simulate real-life communication scenarios by having Virtual-Reality (VR) classes.

Language Labs: We offer our students access to a language laboratory for the purpose of practicing pronunciation and improving their listening skills.

d. Evaluation

We apply various assessment methods to determine whether the objectives have been met and to measure student learning.

Formative Assessment: We conduct ongoing assessments such as quizzes, in-class participation, and homework assignments to monitor progress.

Summative Assessment: We conduct periodic exams and assessments to evaluate students' language proficiency.

Speaking Assessments: We evaluate students' speaking skills through their oral presentations and speaking exams.

Writing Assessments: We evaluate students' speaking skills through paragraph and essay writing and writing assignments.

Our curriculum provides a comprehensive framework for language learning, ensuring that students progress toward defined objectives through a variety of engaging learning experiences, all while being assessed through diverse evaluation methods.

VI. LEARNER DEVELOPMENT POLICY

Our FLD is committed to fostering the holistic development of its language learners. We believe that language education extends beyond linguistic proficiency and should encompass personal growth, cultural understanding, and lifelong learning.

a. Key Principles

Holistic Learning: We recognize that language learning involves cognitive, social, emotional, and cultural dimensions. Our programs aim to address all these aspects to support well-rounded learner development.

Cultural Competence: Our curriculum incorporates opportunities for students to engage with diverse cultures, fostering intercultural competence and empathy.

Autonomous Learning: We encourage learners to take an active role in their education by setting personal goals, self-assessing progress, and seeking opportunities for self-directed language development.

Reflective Practice: Students are encouraged to reflect on their learning experiences, both inside and outside the classroom, to enhance their metacognitive skills and self-awareness.

Lifelong Learning: We promote a love for language and a commitment to lifelong learning, preparing students for continued language development beyond their formal studies.

b. Implementation

Curriculum Design: Our courses incorporate activities and assessments that promote learner development in addition to language proficiency.

Cultural Engagement: Cultural events, exchange programs, and immersion experiences are offered to enrich students' cultural awareness.

Advising and Support: Academic advisors and language learning specialists provide guidance and resources to support individual learner development plans.

Self-Assessment: Students are encouraged to self-assess their language skills, set learning objectives, and track progress.

Extracurricular Activities: Clubs, conversation partners, and language learning communities are available for additional language practice and cultural exchange.

Assessment: Learner development is considered in the design of assessments, allowing students to demonstrate their progress and personal development.

Feedback and Evaluation: Feedback mechanisms are in place for learners to share their perspectives on their educational experiences and suggest improvements.

This learner development policy reflects our commitment to nurturing language learners who not only achieve linguistic competence but also become culturally sensitive, reflective, and autonomous individuals prepared for a lifetime of language learning and intercultural understanding.

VII. STAFF DEVELOPMENT POLICY

The Foreign Languages Department is dedicated to the continuous professional growth and development of its faculty and staff. We recognize that ongoing learning is essential for maintaining excellence in language education and providing the best possible support to our students.

a. Key Principles

Lifelong Learning: We believe in the value of lifelong learning for our faculty and staff, and we encourage a commitment to personal and professional development.

Alignment with Goals: Staff development activities are aligned with departmental goals, the university's mission, and the evolving needs of our students.

Diversity and Inclusion: We promote staff development opportunities that support diversity, equity, and inclusion in our department and in our teaching practices.

Collaboration: Collaboration and sharing of knowledge and best practices among faculty and staff are encouraged to foster a culture of continuous improvement.

b. Implementation

Professional Development Plan: Each staff member is encouraged to create a personalized professional development plan that outlines their goals and the steps they will take to achieve them.

Training and Workshops: Opportunities for attending relevant training sessions, workshops, seminars, conferences, and webinars are provided, with financial support when necessary.

Peer Learning: Faculty and staff are encouraged to participate in peer learning activities, such as peer observations and feedback, to enhance teaching and support practices.

Mentorship and Coaching: Mentorship programs and coaching arrangements are available to provide guidance and support, particularly for new faculty and staff members.

Research Support: Faculty members are supported in their research endeavors, including opportunities for research projects related to language education.

Performance Evaluation: Staff development achievements and contributions are considered in performance evaluations, recognizing and rewarding continuous improvement.

Feedback Mechanisms: Feedback from faculty and staff is sought to assess the effectiveness of staff development initiatives and identify areas for improvement.

Accessibility: Efforts are made to ensure that staff development opportunities are accessible to all faculty and staff, taking into account diverse needs and preferences.

Communication: Effective communication of staff development opportunities, resources, and policies is maintained to ensure that all faculty and staff members are informed.

Review and Revision: The staff development policy is periodically reviewed and revised to ensure its relevance and effectiveness.

Our staff development policy reflects our commitment to providing an environment that supports the growth, learning, and continuous improvement of our dedicated faculty and staff, ultimately enhancing the quality of education and support services we offer to our students.

VIII. COMPLAINT POLICY

The Foreign Languages Department is committed to providing a positive and inclusive learning and working environment for all students, faculty, and staff. We recognize that concerns and complaints may arise from time to time, and we are dedicated to addressing these issues promptly, fairly, and constructively.

a. Key Principles

Accessibility: The complaint process is accessible to all members of the department, and individuals are encouraged to bring forward their concerns without fear of retaliation.

Confidentiality: All complaints and related information will be handled with the utmost confidentiality to protect the privacy of those involved.

Timeliness: The department is committed to addressing complaints in a timely manner, with clear communication regarding the progress and resolution of each case.

Fairness and Impartiality: Complaints will be handled impartially and fairly, with consideration given to the rights and perspectives of all parties involved.

Non-Retaliation:

The department is committed to ensuring that individuals who file complaints will not face retaliation or adverse consequences for doing so.

Review and Revision:

This complaint policy will be periodically reviewed and updated to ensure its effectiveness and compliance with institutional policies and legal requirements.

b. Complaint Procedure

Step 1: Informal Resolution

Individuals with concerns or complaints are encouraged to initially seek an informal resolution by discussing the matter directly with the person(s) involved, if comfortable doing so.

Step 2: Formal Complaint

If an informal resolution is not possible or does not lead to a satisfactory outcome, the complainant may submit a formal complaint in writing to the department chair or designated department contact.

If students are dissatisfied with their examination outcomes, they may request a review of their exams by submitting a written request to the Rectorate within seven days after the official release of the examination results. Subsequently, the exams will be reevaluated by the assigned instructors.

For students who wish to address any concerns or complaints related to school matters, they have the option to approach the Head of Department in person or submit a formal petition. Additionally, there are designated wish boxes placed in various locations within the FDL premises for students to communicate their feedback and concerns through an alternative

method. Students can also share their feedback using the "Feedback" feature accessible on the website of our Foreign Languages Department.

Step 3: Review and Investigation

Upon receiving a formal complaint, the department will appoint an impartial investigator or committee to review the complaint, gather relevant information, and conduct an investigation as necessary.

Step 4: Resolution

The department will work to resolve the complaint as quickly as possible, taking appropriate actions, which may include mediation, communication, or other steps to address the issue.

Step 5: Communication

Throughout the process, the department will maintain clear communication with all parties involved, providing updates on the progress and resolution of the complaint.

Step 6: Follow-Up

After resolution, the department will follow up with the complainant to ensure that the issue has been adequately addressed and to seek feedback on the process.

Our FLD is dedicated to addressing concerns and complaints promptly, fairly, and constructively to maintain a positive learning and working environment for all members of the department.

c. Procedure for Filing a Complaint and Submitting an Appeal (for Instructors)

Filing a Complaint

Step 1: Contact Immediate Supervisor

If an instructor encounters an issue or concern that requires resolution, they should initially discuss the matter with their immediate supervisor, such as the head of the department. S/he attempts to resolve the issue through open communication and collaboration.

Step 2: Formalize the Complaint

If the issue remains unresolved after discussing it with the immediate supervisor or if it is inappropriate to discuss the matter with them, the instructor may formalize the complaint in writing. They are required to prepare a clear and concise document outlining the issue, including relevant details and any attempts made to address it informally.

Step 3: Submit the Complaint

Instructors submit the written complaint to the head of the department within the FLD.

Step 4: Review and Resolution

The department will review the complaint, conduct an investigation if necessary, and work towards a resolution. The instructor will be kept informed of the progress and outcome throughout the process.

Submitting an Appeal

Step 1: Exhaust Internal Resolution

If an instructor is dissatisfied with the resolution of their initial complaint, they may consider submitting an appeal. However, it is generally expected that all internal avenues for resolution within the department are exhausted before pursuing an appeal.

Step 2: Prepare the Appeal

If an instructor decides to submit an appeal, they should prepare a formal written appeal document. This document should clearly state the grounds for the appeal, the specific resolution sought, and any supporting evidence or arguments.

Step 3: Appeal Submission

An instructor submits the formal appeal document to the designated authority or department contact responsible for handling appeals. S/he ensures that the appeal is submitted within any established timelines or deadlines.

Step 4: Review and Decision

The department will review the appeal, consider the arguments and evidence presented, and make a decision. The instructor will be notified of the outcome, and the decision reached will be final within the department.

d. Procedure for Filing a Complaint and Submitting an Appeal (for Students)

Filing a Complaint

Step 1: Informal Resolution

If a student encounters an issue or concern, they are encouraged to seek an informal resolution by discussing the matter directly with the involved party. This may include the instructor, fellow students, or relevant department staff.

Step 2: Formalize the Complaint

If an informal resolution is not possible or if the issue remains unresolved, the student may formalize the complaint by preparing a written document. The complaint should include a clear description of the issue, relevant details, and any attempts made to resolve it informally.

Step 3: Submit the Complaint

Students submit the written complaint to the head of the department who is responsible for handling student complaints.

Step 4: Review and Resolution

The department will review the complaint, conduct an investigation if necessary, and work towards a resolution. The student will be kept informed of the progress and outcome throughout the process.

Submitting an Appeal

Step 1: Exhaust Internal Resolution

If a student is dissatisfied with the resolution of their initial complaint, they may consider submitting an appeal. However, it is generally expected that all internal avenues for resolution within the department are exhausted before pursuing an appeal.

Step 2: Prepare the Appeal

If the student decides to submit an appeal, they should prepare a formal written appeal document. This document should clearly state the grounds for the appeal, the specific resolution sought, and any supporting evidence or arguments.

Step 3: Appeal Submission

Submit the formal appeal document to the designated authority or department contact responsible for handling appeals. Ensure that the appeal is submitted within any established timelines or deadlines.

Step 4: Review and Decision

The department will review the appeal, consider the arguments and evidence presented, and make a decision. The student will be notified of the outcome, and the decision reached will be final within the department.

IX. QUALITY POLICY

At our FLD, our commitment lies in delivering a learning experience that is purposefully designed to meet the needs of our students. We are dedicated to maintaining excellence across our courses, teaching methods, faculty development, student performance, assessment approaches, and educational resources. Our quality policy ensures that each student's academic requirements are not just met but exceeded by our educational programs, aligning seamlessly with our institutional objectives.

To uphold our commitment to high-quality education, we continuously engage in thorough reviews. These reviews are instrumental in ensuring that our institute remains in full compliance with national standards for language education. Moreover, they enable us to offer services that are responsive to the evolving needs of our learners, staying current with the latest advancements in language instruction, and ensuring accessibility for all.

At FLD, our dedication to quality is the cornerstone of our educational journey, aiming to provide an exceptional learning experience for every student.

a. Quality Management System

At FLD, our primary commitment is to enhance the quality of our educational and instructional endeavors, guided by the following objectives:

Tailored Curriculum: We are dedicated to providing a curriculum that aligns seamlessly with the diverse needs of our students, ensuring relevance and effectiveness.

Elevated Teaching and Assessment: We aim to elevate teaching and assessment standards continually, fostering an environment of excellence in pedagogy.

Optimized Learning Resources: We are devoted to the efficient utilization of printed and online learning materials, ensuring that they enrich the learning experience.

Autonomous Learning: We endeavor to cultivate autonomy among both our learners and educators, empowering them to take ownership of their educational journeys.

Efficient Management: We are committed to enhancing our school's management systems, streamlining administrative processes, and promoting organizational efficiency.

Professional Development: We prioritize the continuous improvement of our professional development facilities, nurturing the growth and expertise of our faculty.

To actualize these objectives and continually improve the quality of our institution, we employ a participatory approach. All stakeholders, including students, faculty, staff, and administrators, play a pivotal role in evaluating the learning environment. We welcome their insights and feedback through various channels, including written questionnaires, oral input, and suggestions submitted via our dedicated feedback mechanisms.

Through this collaborative effort, we ensure that the FLD remains dedicated to its pursuit of excellence in education, consistently evolving to meet the evolving needs of our learning community.

b. Quality Improvement and Quality Improvement Cycle

The Quality Improvement Cycle at the FLD aims to sustain continuous enhancement in the planning, execution, evaluation, and refinement of our institution's teaching and learning environment. This iterative cycle is under constant scrutiny and oversight by our Head of the Department and the dedicated Unit Quality Commission.

This comprehensive cycle extends its reach across all facets of our institution, including curriculum development, assessment and testing procedures, materials development, coordination efforts, professional development initiatives, and the integration of technology and project development. The outcomes derived from this continuous improvement process are thoughtfully integrated into our learning programs, ensuring that necessary adjustments and enhancements are seamlessly incorporated.

At the FLD, our commitment to the Quality Improvement Cycle is central to our dedication to providing an ever-improving educational experience for our students and fostering an environment that promotes excellence in teaching and learning.

The steps of the Quality Improvement Cycle at our FLD are as follows:

Plan: We begin by strategically planning our educational objectives and improvement strategies, setting a clear direction for our programs. We prepare our syllabus according to our objectives.

Implement: With well-defined plans in place, we execute these strategies by putting them into action, utilizing the best resources and practices available to us.

Review: We engage in a thorough review process, assessing the outcomes of our efforts, gathering valuable feedback from stakeholders, and evaluating our performance against set benchmarks. Online or paper-based feedback forms are collected from students and teachers on a regular basis to review the program implemented.

Improve: Building on the insights gained from our review, we embark on a continuous journey of improvement. We make necessary adjustments and enhancements to elevate the quality of our language education and support services for both students and faculty.

This cyclic process ensures that our FLD remains committed to delivering the highest standards of education and continuously evolving to meet the dynamic needs of our learning community.

X. QUALITY ASSURANCE POLICY

At the FLD, we are dedicated to upholding the highest standards of quality in language education. Our commitment to quality assurance is embedded in our core values and principles, and it guides our actions, decisions, and processes. Our quality assurance policy is defined by the following key principles:

Student-Centric Excellence: We prioritize the academic success and well-being of our students. Our programs, teaching methods, and support services are designed to meet their diverse needs and enable their success.

Continuous Improvement: We embrace a culture of continuous improvement. Through regular assessment, feedback, and data-driven decision-making, we strive to enhance the effectiveness of our educational programs and services.

Qualified and Engaged Faculty: We maintain a team of highly qualified and dedicated educators. We support their professional development and foster an environment where they can excel in their roles.

Transparent Evaluation: We maintain transparency in our assessment and evaluation processes. Our students and faculty are informed about assessment criteria, procedures, and outcomes to ensure fairness and accountability.

Resource Optimization: We are committed to efficient resource management. We allocate resources judiciously to maximize the quality and accessibility of our educational offerings.

Adherence to Standards: We adhere to national and international standards for language education. Our curriculum, teaching practices, and assessment methods align with established benchmarks.

Stakeholder Engagement: We actively engage with students, faculty, staff, and the broader community to gather feedback, insights, and suggestions. We value their contributions in shaping our quality assurance efforts.

Compliance: We ensure compliance with all relevant laws, regulations, and institutional policies related to language education.

Our quality assurance policy serves as the foundation for our commitment to providing exceptional language education. It is the responsibility of every member of the FLD community to uphold and champion these principles in all our endeavors. Through these shared values, we aim to consistently deliver outstanding language education experiences to our students.

✳ END OF THE MANUAL