

**Sabancı University School of Languages**  
**Points of Excellence in Equals Accreditation Categories**

**Management and Administration**

Management and Administration is an area of excellence because there is clear evidence of a highly effective management structure and leadership that provides for appropriate and widespread delegation, engaging all staff fully in the development of the School and promoting initiative, involvement and ownership. Staff show exceptional attention to detail and contribute considerably to the efficient operation of the School.

**Quality Assurance**

Quality Assurance is an area of excellence because an exceptional level of commitment to improving quality across all service is apparent among all staff. There is a broad range of quality assurance procedures throughout the School, including follow up systems to ensure action plans are implemented.

**Communication with Students and Other Stakeholders**

Communication with Students and Other Stakeholders is excellent as there are thorough and effective ways of ensuring that students understand academic requirements and regulations. There are very transparent ways of communicating with students – Calendars and assessment information is talked through with students not just given to them.

**Course Design and Supporting Systems**

Course Design and Supporting Systems are excellent because the programmes work very well to develop other intellectual competencies including critical thinking, collaboration and learner autonomy, and very clear descriptions of course programmes are communicated to learners and teachers in appropriate format with the calendars and the Teaching and Learning Plans. There is evidence of exceptional attention paid to coherence in course design and of the positive impact of this on course delivery and assessment.

**Teaching and Learning**

Teaching and Learning is an area of excellence because learning is extended beyond the classroom in creative ways through project work, learner portfolios and self-study assignments. There is clear evidence that teaching supports development of academic literacy. Learners are being encouraged to reflect on their own learning and are supported in developing learning to learn techniques and study skills through class and portfolio work, and they have been well guided through high quality teaching to work effectively in the new online classroom environment.

**Assessment and Certification**

Assessment and Certification is an area of excellence because there are systems to track and share the subsequent academic achievement of students who progress from the Foundations Year programme to undergraduate studies and this data is used to evaluate and improve provision. A broad range of assessment techniques is used, combining standardised tests, exams and informal assessment. The principles of academic integrity are promoted and procedures are in place to detect cheating and plagiarism in assessment. There is a very clear description in the form of the comprehensive *SL Assessment Guide* that details principles and procedures relating to all assessment issues including CEFR referenced criteria and extensive standardisation procedures.

### **Academic Resources**

Academic Resources are excellent as the School of Languages has an effective and reliable system for maintaining, reviewing and upgrading its range of resources to ensure continued relevance, topicality and alignment to course objectives. Teaching and learning material combines high quality internally-produced resources with additional published material and these resources are used effectively to enhance learning. There is reference material on methodology, professional journals and other resources, which promote professional knowledge and development, and a wide range of well-designed self-study resources, related to course content, which foster learner independence.

### **Student Services**

Student Services are excellent because the range and quality of advice and information available to students is exceptional, including documentation and the resources available on SUCourse Plus platform as well as the individual consultation and support provided by the School and the University Centre for Individual and Academic Development.

### **Staff Profile and Development**

Staff Profile and Development is an area of excellence because there is a high proportion of staff with qualifications, competence and experience well above the minimum level required for the role. There is a shared culture of continual improvement and development of teaching, evidenced by action research and/or other reflective teaching practices, and a rich programme of in-house training, with input from outside trainers and involvement of the language centre's own staff. There is an exceptionally well-planned approach to continuous professional development (CPD) which benefits individuals as well as the language centre, and to facilitate it a mix of different types of observation is effectively used by academic managers and peers.

Professional performance and development reviews are exceptionally thorough, systematic and supportive of professional and career development. There are opportunities for a significant number of staff to take part in external training courses and conferences as well as encouragement to participate in seminars and to give presentations. The School is supportive towards staff undertaking additional training or professional development and career development by providing some financial support for training, attendance at conferences, There is also a supportive environment for staff wishing to undertake research and/or produce publications related to their work in the language centre, including reducing teaching hours and/or providing a sabbatical.

### **Staff Employment Terms**

Staff Employment Terms are outstanding because the School offers an excellent package of terms and conditions, providing additional benefits over and above statutory requirements, which safeguard staff security and contribute to staff welfare, and there are opportunities for permanent or continuous employment for a significant proportion of staff.

### **Learning Environment**

The Learning Environment is exceptionally comfortable and well designed and includes many up-to-date facilities which enhance course delivery and opportunities for learning. There are spacious well-furnished and equipped offices for all staff – academic and administrative. There is particular attention paid to the health and safety of students and staff, with careful frequent attention to procedures, facilities and equipment, and training. The School's staff and students have equal access to University facilities and resources as staff and students in other units.