

BAHCESEHIR UK CAMPUS – BAU UK QUALITY MANUAL

VERSION 2
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Foreword

Centre for Factories of the Future Ltd (C4FF) is an SME with RTD capacity based in Kenilworth (UK). C4FF is the instigator of the Factories of the Future projects in the UK and supported similar developments in the EU. C4FF has many years of experience in UK/EU/European funded R&D as education and training projects including EUREKA. The Centre became one of the nine UK EUROTECNET projects in 1983. The Centre has several Divisions specialising in information technology, Artificial intelligence, manufacturing, environmental technologies and Engines and hybrid vehicles. C4FF was the one of the first organisations in Europe to promote education and research programmes and is the initiator of the first Factories of the Future projects and supported the development of ManuFuture and MariFuture (www.manufuture.org and www.marifuture.org). The Centre help to establish a university in Turkey in 1994 and the Centre's Chairman become the new university's General Coordinator 1994-1997 and its Dean in 1997-2003. In 2003 C4FF was asked to help to establish a maritime institute through Turkish Maritime Education Foundation (TUDEV). The new institute was established in 2004 and later with support from C4FF the institute became a university called Piri Reis (PRU) in 2008, the first maritime university in Turkey. The Chair of C4FF became its Vice Rector in 2012. The Maritime Division of C4FF formed a partnership with the TUDEV and later included PRU called MarEdu Partnership. To this date, C4FF's Chairman is the partnership's General Coordinator. The new University Campus in the UK (BAU) is formed by MarEdu and C4FF. The quality manual is based on MarEdu's quality assurance and control formed by extensive work with awarding bodies such as Pearson, accrediting bodies such as IET and IMarEST as well as Oxford Brookes and Plymouth universities in the UK and its higher degrees with universities such as De Montfort and Coventry.

This Manual is a development tool being constructed using a rapid prototyping design methodology. The design guidelines are based on the requirements of the ISO 9002 quality systems. To identify the requirements in a vocational education environment, it was necessary to list the requirement headings for one of the ISO systems and interpret each heading as demonstrated in page 2 of this Manual.

Since the programmes offered by the Partnership are based on International Marine and Nautical Syllabuses/Requirements there is no need to apply the ISO 9001 quality system and that the ISO 9002 system is considered adequate.

The 18 requirement headings for the ISO 9002 and the equivalent headings interpreted for application in the Partnership are summarised as shown on page 2.

It should be noted that the interpretation has been carried out in line with the requirements of the 4Rs Model described in Gözaçan and Ziarati (2002), "3D Modelling of Quality Assurance and Control System for Higher Education Sector", Proceedings of ASEE International Conference, ASEE2002, Montreal, Canada.

The diagram of the 4Rs Model is shown in page 6.

About Maritime Education Partnership (MarEdu)

Maritime Education Partnership (MarEdu) was established in the UK in 1993 by 52 founding members, now embracing over 100 major organisations mostly from the shipping community. MarEdu is a Partnership of many maritime institutions and industrial organisations, hence not a company or profit-making organisation. All of the Partnership's income is spent to serve its purpose. Details of MarEdu is given in www.maredu.co.uk and the partnership is supported by the European Maritime Innovation Platform MariFuture (www.marifuture.org).

The main aims of MarEdu is to raise the standard of shipping industry to those of world class and in doing so to determine maritime political views in order to increase the wealth of the maritime economy. These aims are achieved through the provision of high quality education and training to young people so that the shipping industry is provided with high calibre personnel for its efficient and effective operations and management. The Partnership also provides specific education and training, namely small craft courses (captain/skipper) and short management training programmes offered by its yachting Department within the partnership.

Maritime Education Partnership started its operations first by supporting Istanbul Technical University (İTÜ). To increase the number of able seamen, MarEdusupported the opening of İTÜ's Marine vocational Department by providing the necessary physical and human resources to the University. In 1995, an agreement was signed with the Ministry of Education and the Partnership activities were moved to a new Building in Pendik, Istanbul. At the same time İTÜ Marine Vocational Department was also moved to this new building. Several universities also provided resources for the new centre (9 Eylül Üniversitesi Deniz İşletmeciliği ve Yönetimi Yüksekokulu, Kocaeli Üniversitesi Denizcilik Meslek Yüksekokulu, Kıbrıs Yakınođu University Department of Maritime, İstanbul University Deniz Ulaştırma ve İşletme Mühendisliği).

Later in 1995 MarEdu started its own Department, providing Deck Officer and Second/First Engineers vocational programmes. These programmes satisfy the IMO requirements. In 1999, MarEdu with support from Turkish Chamber of Shipping constructed the new site where MarEdu is currently located. In 2008 the Department was transformed into Turkish first maritime university, known as Piri Reis (www.pirireis.edu.tr).

In 2014 MarEdu embraced MariFuture partners and supported development of its planned projects including academic and vocation Europe worldwide while at the same time supporting the work of maritime international bodies such as IMLA, IMEC, IAMU and so on.

This manual is a sample developed primarily for the industrial partners of MarEdu Partnership. The academic partners will apply their own quality assurance system which is expected to have been approved/endorsed by their respective governments.

Any single unit of study or Continuous Professional Development course (CPD) including the Partnership online courses (www.marifuture.org/projects) is seen as a unit of a programme of study from quality assurance point of view. If the institutions in the Partnership have their own quality assurance and control system for such courses then their system supercedes procedures outlined in this Manual.

About The Manual and Its Main Elements

Minor changes have been made to the translation of the ISO requirements and terms to what were presented in the paper by Gözaçan and Ziarati (2002). The following are a summary of ISO 9000 headings and their corresponding terms applied in this manual.

<u>ISO 9000 Terms Used in Manufacturing</u>	vs.	<u>ISO 9000 Terms Used in Education</u>
1. Management Responsibilities		1. Management Responsibilities
2. Quality system principles		2. Quality Elements
3. Contract review		3. Contracts with customers and clients
4. Document control		4. Document control
5. Purchasing		5. Purchasing
6. Purchaser supplied product		6. Students admission and support
7. Product identification and traceability		7. Student programme handbooks
8. Process control		8. Curriculum design, development and delivery
9. Inspection and Testing		9. Assessment of students
10. Inspection, Measuring and Test Equipment		10. Validity and consistency of assessment and testing methods.
11. Inspection and Test Status		11. Students achievements records
12. Control of Nonconforming Product		12. Corrective procedures for students failure
13. Corrective Action		13. Corrective procedures for system failure and programme improvement
14. Handling, Storage, Packaging and Delivery		14. The progression of students and interaction with potential employers
15. Quality records		15. Quality records
16. Internal quality audit		16. Internal quality audit
17. Training		17. Staff development and training
18. Statistics Techniques		18. Statistical data on operational processes and students' achievements

Any quality system needs to have a manual, for instance all ISO systems have one. The manuals for ISO systems are usually based on a standard set of contents as elucidated in this Manual. This Manual also satisfies the requirement of the 4Rs Model. The Manual is composed of five main elements as summarised below:

Element 1 – Macro Concepts

Element 2 – Organisational Details

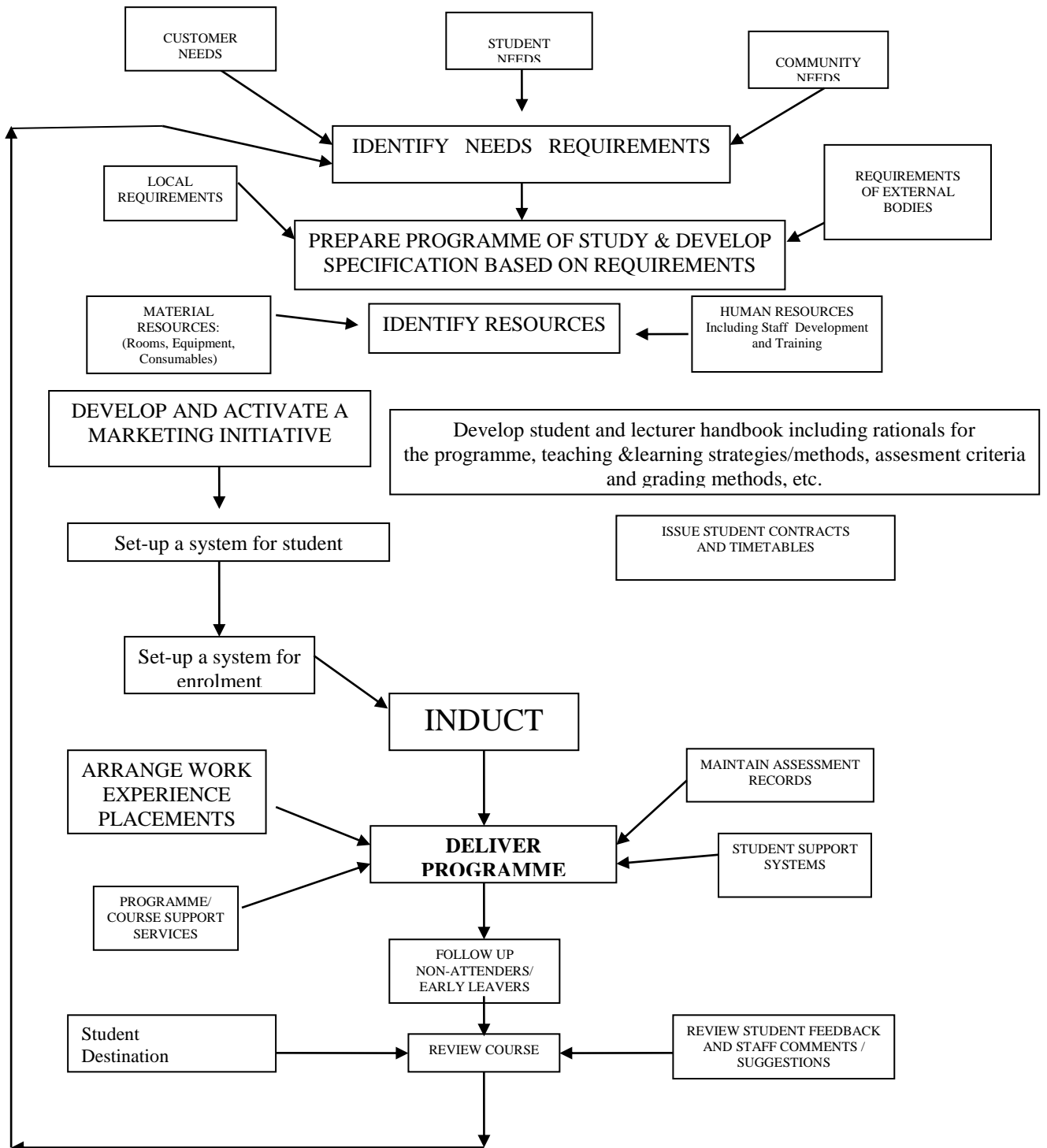
Element 3 – Part 1 : Primary Principles
 Part 2 : Quality Criteria

There are two other elements: elements 4 and 5, being developed as part of on-going programme of research are not the requirements of ISO systems, but required as part of the 4Rs Model.

Element 4 – Quality Procedures (being developed)

Element 5 – Quality Processes (for developing procedures for inclusion in Element 4)

Requirements-Resources-Representation-Review (4rs) Quality Model



ELEMENT 1 – MACRO CONCEPTS

Vision
Mission
Strategy
Organisational Goals

Vision

We would like to see that our students fully realise their potential in their chosen career by adding value to their knowledge, skills and understanding and through motivating them, by identifying their interest, for maximum achievement. The vision is realised through the development of our students for life and in partnership with them.

Mission

Our mission is to accurately and appropriately identify our strategy for achieving our organisational goals. In doing so, we have established an effective and efficient management system, with a flat operational structure and action orientated.

This quality manual is an ongoing attempt to provide all the necessary information about the organisation, its people, committees, quality principles and procedures including the methods for collecting and acting on information.

The vehicle used to realise our organisational goals is through careful design of jobs and by recruiting the best candidates for each job identified. Through staff development activities, arrangements are made to ensure staff recruited and jobs specified are well matched. Job specifications are reviewed regularly to ensure these are in line with our requirements as governed by our organizational goals.

Strategy

The Partnership's management system and practice is based on principles of "learning organisation", designed to provide an effective and efficient system of managing the intended learning and teaching processes. The focus is on providing a meaningful learning experience for our students and to ensure that they are involved in whatever is decided and happens.

Action planning and assigning responsibility to a named person for each and every action is our mode of operation. Feedback from our students are seriously considered and evaluated. We have developed a comprehensive system for collecting information from our students and staff and means of analysing them.

Partnership's main strategic aim is to develop unique and innovative delivery methods for our world-class programmes of study, offering more people the opportunities of studying marine and nautical subjects in the beautiful city of Istanbul.

We pride ourselves with our high standards of teaching, learning and research. In addition we have our own stringent quality monitoring system unique to Turkey. Our quality criteria are being used in many universities in Europe.

What makes the Partnership different is its main educational aim viz., providing world-class programs of study and to prepare young people for long life learning. The Partnership distances itself from subjecting its students primarily to what was learned in the past. We believe in involving our students in all learning and teaching processes and different layers of decision making. We consider this to be part of their learning experience.

We put a great deal of emphasis on understanding, reasoning and acquisition of know-how, and support our students to develop self-learning skills as well as encouraging them to find ways of defining problems and solving them, hence to become independent learners able to display initiative.

While acquisition of knowledge is important, every lecture is followed by a small group discussion or practical session. All our students will be asked to undertake independent studies and carry out major assignments, providing them with the opportunity to acquire oral and written skills. They will be encouraged to read critically and, to research, analyse and evaluate relevant issues and problem.

We believe our students should be given the opportunity to develop planning and organisation skills and develop an understanding of the issues involved in the management of change in scientific and technological environment.

We are fair in incorporating student assessment into our learning strategy and practice, and providing a meaningful appeal system.

Our organisational goals, as outlined below, are primarily related to the aims of our programmes of study and the intended student learning experience.

Organisational Goals

Our main goal is to create a learning environment where our students and staff are partners in learning and teaching processes. Teaching staff too are encouraged to learn and are advised to consult a range of text books as well as other learning material for each Unit. The function of management is primarily concerned with planning, organising, leading and controlling activities and events. The senior managers have been selected from the national or international subject leaders who also have the appropriate planning and organising skills, and who also know how to control events. The job specifications have been prepared for each and every member of staff so that the organisational goals can be achieved more effectively. Through various staff development activities, realisation of these goals is made more feasible.

The organisation goals have been classified into principle aims and main aims as presented below.

The principle aims are:

- **Career orientation**

To provide an education that will equip the students with the skills necessary for them to pursue their selected careers.

- **Range of topics**

To provide a broad background in the selected subject with an opportunity to study a range of topics and their applications.

- **Developing reasoning**

To provide students with an appreciation of developing reasoning and problem solving skills.

- **Know-how and application**

To assist students to acquire experience through planned practical and placements on board of ships.

The main objectives are:

- **Currency**

To provide knowledge, based on current science and practice of selected subject and related topics, used in various related fields accredited by appropriate professional bodies.

- **Finding a way**

To provide knowledge of human mind and skills in appraising and selecting appropriate techniques in its development.

- **Learning to learn**

To develop an understanding of the specific topics and learning mechanisms.

- **Learning to investigate**

To develop analytical and scientific skills in measuring, testing and analysing parameters relating to scientific investigations.

- **Acquiring research techniques**

To understand the reason for research methods applied in science and engineering research studies

- **Learning to manage**

To develop organisational and planning skills, both at a personal level and in the area of project management.

- **Reading and reporting critically**

To encourage the student to read critically, and to research, analyse and evaluate material, which is relevant to a particular problem or project.

- **Becoming an independent learner**

To develop qualities that is required of a professional person including independence and initiative, problem solving and communication skills, and the ability to become an independent learner.

- **Working in a group**

To provide experience of group learning, through assignment and group studies.

- **Acquiring high level written and oral skills**

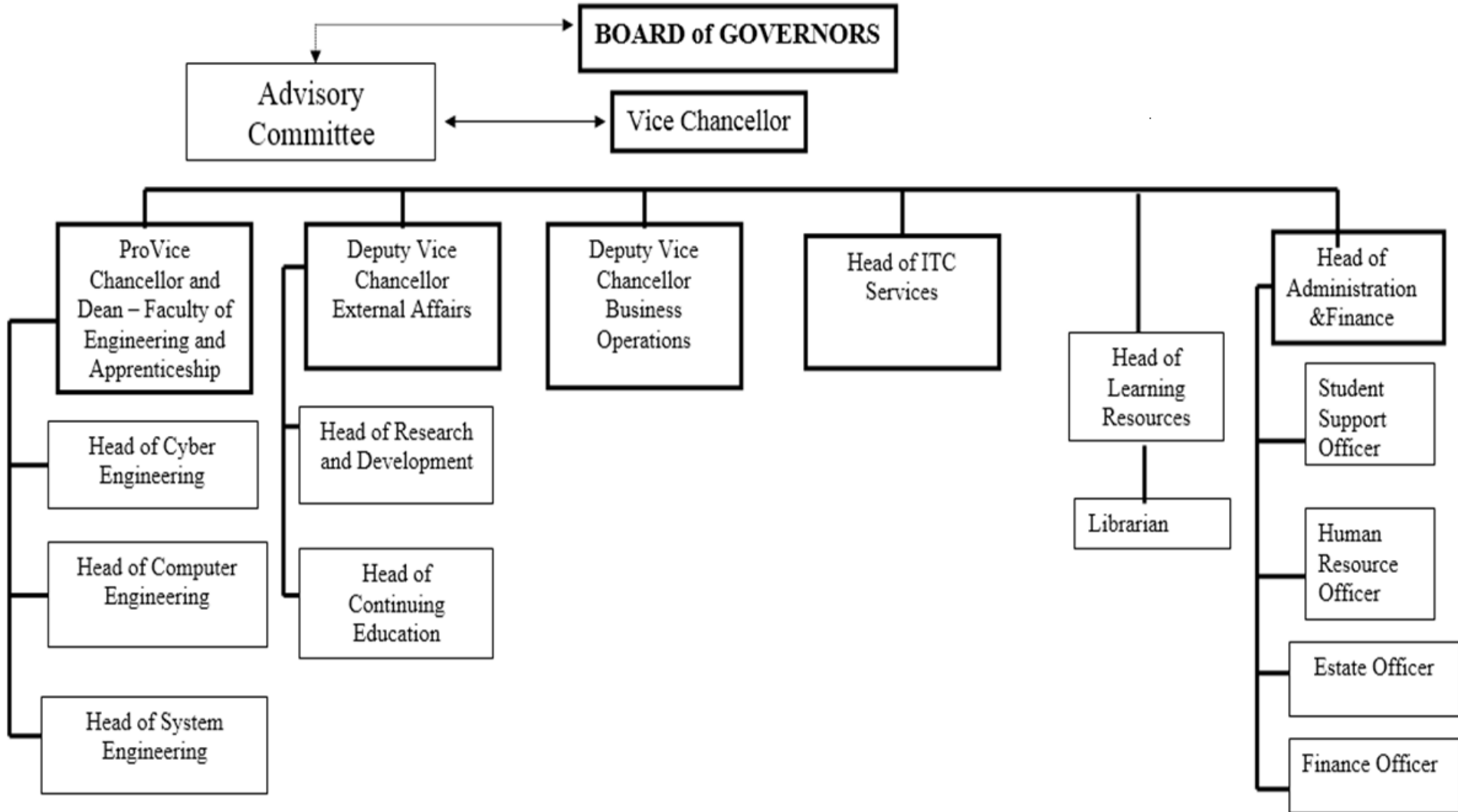
To provide the opportunity for students to acquire high level oral and written skills in a foreign language.

- **Learning in a changing world**

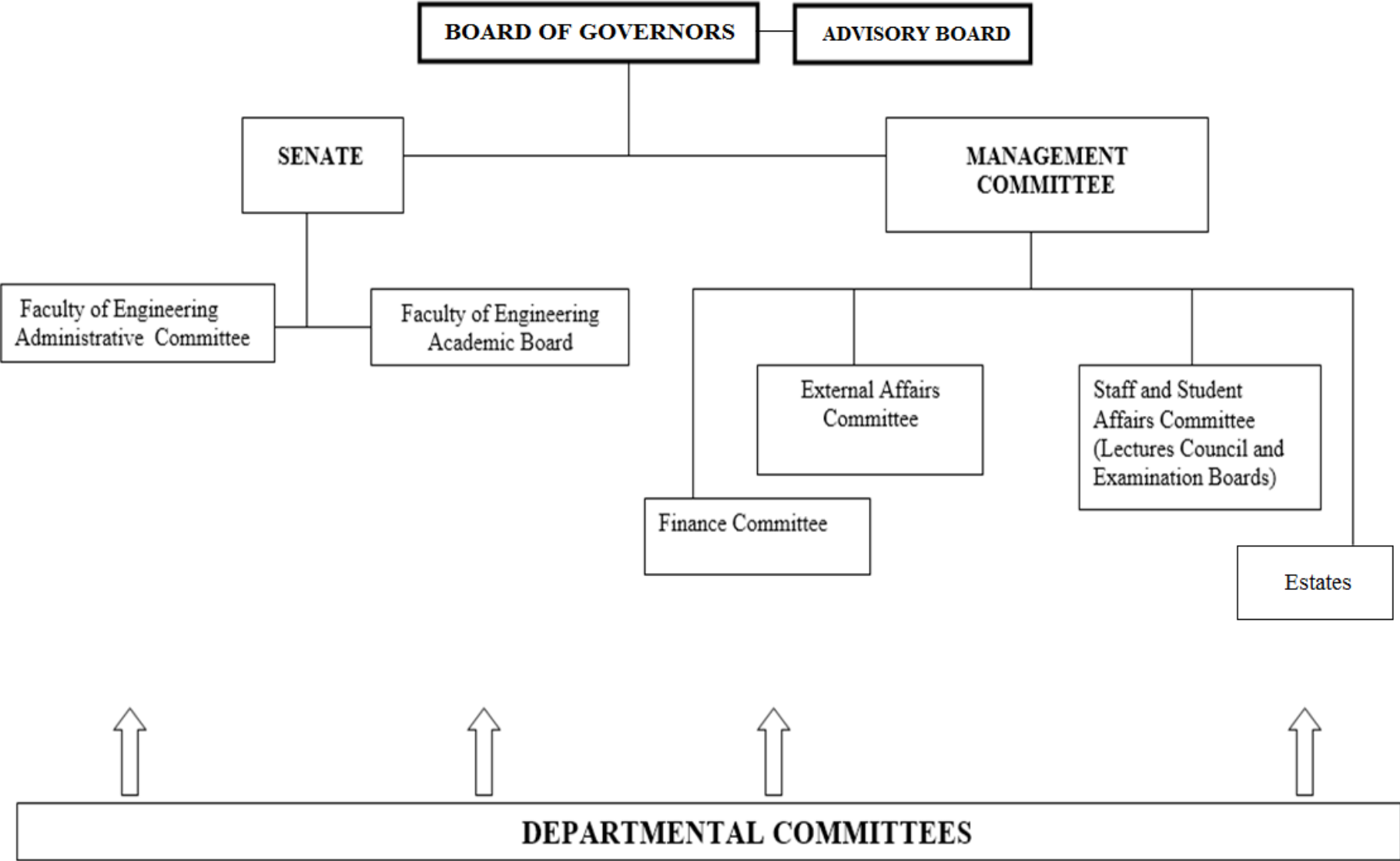
To develop understanding of the issues involved in the management of change in a scientific and technological environment.

ELEMENT 2 – ORGANISATIONAL DETAILS

Management Structure



Committee Structure



Committee Structure

UNIVERSITY

1. Board of Governors

- Responsible for vision, mission, organisational aims and educational character of the University.
- Composed of senior national and international academics and consultants.
- Meeting at least twice a semester.
- committee is responsible for finance
- The Board has the final authority and responsibility for:
- rational use and development of the educational capacity
- providing the students with essential social services,
- taking security measures
- planning and implementation of teaching and learning
- research and publications
- supervision of academic and administrative duties
- supervision and review of the results of this policy.

2. Senate

Composition

Frequency of the meetings

Terms of Reference -

- principles relating to the University's educational programmes, research, and publication activities,
- laws and regulations concerning the University
- University's annual academic programme and calendar
- honorary academic titles
- elect the members of the University Administrative Board,
- perform other duties assigned by this law.

3. The University Administrative Board

Composition

Frequency of the Meeting

Terms of Reference

- assist the Vice Chancellor in the implementation of decisions of the Senate,
- plans programmes
- examine the investment programme and budgetary proposals,

- perform other duties assigned by the law.

4. Planning Committee

Prepare an academic plan (timetables for staff and students, books, etc.)
Prepare a calendar for the academic year

5. Quality and Standards Unit

an independent body responsible for monitoring quality and standards
liaises with external agencies including all external bodies

FACULTY

6. Faculty Board

Composition

Frequency of Meetings

Terms of reference

- decide on the educational programme, research and publication activities
- plans programme
- academic calendar,
- elect members of the Faculty Administrative Board,
- perform other duties assigned by this law.

Faculty Administrative Committee

Terms of Reference

- assist the Dean in the implementation of matters/decisions of the Faculty Board,
- implementation of academic plans and programme
- academic calendar,
- proposals for the investment schemes and budget of the Faculty,
- decide on all matters brought up by the Dean,
- admission of students, equivalency of courses,
- perform other duties assigned by this law.

Department

6. Departmental committees

- Action planning
- Standing agenda

- Student performance and achievement
- Learning and assessment
- Programme management
- Resource maintenance
- Quality enhancement
- Aspects of good practice
- Areas for improvements

Frequency of meetings and principle reason (s):

Prior to the semester start – to verify planning and staff responsibilities

Week 1 of the semester – review of planning and discussing project proposals

Week 4 with all students and staff – to obtain feedback from students/staff

Week 8 to monitor student performance

Week 14 to ensure readiness for final assessment

Week 16 to finalise grades and project assessment and consider staff end-of-semester reports

Terms of reference:

- develop and maintain the programme
- plan and acquire resources for the programme
- plan for each semester and assign staff responsibility
- monitor student performance and achievement
- provide support to students and guide them through the programme
- co-ordinate Unit delivery
- manage the assessment process and oversee academic standards
- encourage and support scholarly activities
- encourage learning activities and student-centred activities
- take responsibility for all cohorts including the ‘ek kontenjan’
- Other Committees/Units

7. External Affairs Committee

- **Research and Development** – These activities are carried out and managed by the Deputy for External Affairs

- **Continuing Education** – The activities of this Unit is directed by the Deputy Vice Chancellor for External Affairs by all courses/modules including e-learning are allocated to a given Department in the Faculty.

8. Staff and Students Committee

- **Lecturers’ Council** – This council is part of the Student and staff Affairs Committee

- **Examinations Boards** – These Boards are at Departmental levels but report ultimately to the Faculty Academic Board and to the Senate.

- **Disciplinary Committee** – This Committee is managed by the Head of Administration and Finance and part of the Staff and Student Affairs Committee.

9. **Finance Committee** – This committee is responsible for all University income and expenditure as well as internal and external audit.

Job Details - Academic

Vice Chancellor and Deputies

A Job Description

1. Purpose of post

To take responsibility for the University's academic planning and operations and assist the Board of Governors.

2. Main duties and responsibility

- chair the University's Academic Board and University Board.
- chair and manage the University's other boards when required.
- investment programmes, budget and personnel requirements
- supervise the constituent units of the university and personnel at every level
- responsibility for teaching and learning.
- an academic calendar
- academic plans and operations of the academic programmes.
- research and publication,
- responsibility for the University's staff appraisal system.
- undertake other duties commensurate with the post.
- To carry out other duties assigned by Board of Governors.

Job Details - Academic

Deputy Vice Chancellor – Business Operations

A Job Description

1. Purpose of post

To take responsibility for the University's business/academic planning and operations on the Vice Chancellor behalf and assist the Vice Chancellor to coordinate the work of the Board of Governors.

2. Main duties and responsibility

- Co-chair the University's Academic Board and University Board.
- Co-chair and manage the University's other boards when required.
- Help to develop business and academic programmes, budget and personnel requirements
- Supervise the constituent units of the university and personnel at every level on Vice Chancellor's behalf
- Take responsibility for teaching and learning.
- Prepare an academic calendar and academic plans and operations of the academic programmes.

- Support research and publication
- Take responsibility for the University's academic staff appraisal system.
- Undertake other duties commensurate with the post.
- To carry out other duties assigned by Vice chancellor.

Job Details - Academic

Deputy Vice Chancellor – External Affairs

A Job Description

1. Purpose of post

To take responsibility for the University's External Affairs and planning and operations on the Vice Chancellor behalf and assist the Vice Chancellor to coordinate the work of the Board of Governors.

2. Main duties and responsibility

- Chair the University's External Affairs Committee.
- Co-chair and manage the University's other boards when required.
- Help to develop research and Development projects and seek funding for them including allocating budgets and managing personnel requirements.
- Supervise the constituent units of the university and external auditors at every level on Vice Chancellor's behalf
- Take responsibility for industrial training and learning.
- Prepare an academic calendar and research and innovation plans and operations of the external projects.
- Take responsibility for research and publication
- Take responsibility for the University's research and industrial training staff appraisal system.
- Undertake other duties commensurate with the post.
- To carry out other duties assigned by Vice chancellor.

Deputy Vice Chancellors are team members of the Vice Chancellor and are expected to support the Vice Chancellor in carrying out his/her duties. There are two Deputy Vice Chancellors one responsible for External Affairs and one for Business Operations. The Dean is responsible of all academic aspects of academic programmes and modules/courses including external accreditation and quality.

DEAN

A Job Description

1. Purpose of post

responsibility for the Departments' academic planning and operations
assist the Vice Chancellor

2. Main duties and responsibility

chair the Faculty boards,

budgetary and staff requirements

supervise and control the constituent units and personnel

take responsibility for teaching and learning

academic calendar and plans

student handbook(s)

support research and staff development

responsibility for the Departments' staff appraisal system.

undertake other duties commensurate with the post, as may be required from time-to-time.

3

Head of Department

A Job Description

1. Purpose of post

responsibility for a programme of study's planning and operations
assist the Programmes Leader if and when required.

2. Main duties and responsibility

Take responsibility for teaching and learning
an academic calendar
academic plans
student handbook(s)
support research and staff development activities.
responsibility for the Department's staff appraisal system.
undertake other duties commensurate with the post.

Deputy Vice Chancellors – External Affairs and Business Operations

A Job Description

1. Purpose of Post

To take responsibility for external activities including liaison with industry and Commerce as well as appropriate professional bodies awarding and accreditation organizations and partnership arrangements with universities outside The UK.

2. Main Duties and Responsibility

- a) To support the Vice Chancellor and the Board of Governors in the development and management of collaborative arrangements.
- b) To take responsibility for accreditation of the University Programmes.
- c) To interact with awarding bodies to ensure University's qualifications satisfied academic and/or vocational requirements.
- d) To support the development of research projects and instigate collaborative pre-research studies.
- e) To help the University to acquire external funds for specific activity, particularly academic partnership.
- f) To prepare reports on regular basis on ongoing developments and present these to the Vice Chancellor and the Board of Governors.
- g) To undertake other duties commensurate with the post, as may be required from time to time by the Vice Chancellor and/or the Board of Governors.

3. Supervisory responsibility

4. Supervisory received

B Requirements for Post Holder

5. Work experience and qualifications
6. Skills, abilities, personality and disposition
7. Other requirements(including any special items)
8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Chair of Board of Governors:

Signed:

Dated:

Head of Admin and Finance and the Team

A. Job Description

1. Purpose of post

To take responsibility for the university administration and finance and to assist the Vice Chancellor if and when required.

2. Main duties and responsibility

- a) To take responsibility for university administration and finance and produce reports on the students' progress and achievement.
- b) To support the preparation of the Partnership and academic calendars and to prepare academic plans for, and oversee the operations of the academic programme(s)/units in the Partnership.
- c) To review Units of study and offer leadership in programme and unit deliveries and development.
- d) To prepare/update student handbook(s) in accordance with the Partnership requirements.
- e) To deputise for the Vice Chancellor when required.
- f) To support staff development activities.
- h) To oversee affairs relating to students including disciplinary committee.
- i) To manage and participate in administration' staff appraisal system.
- j) To undertake other duties commensurate with the post, as may be required from time-to-time.

Supervisory responsibility

Responsibility for overall administration and finance of University including Students Student Support, Human Resources, Estate departments as well as Faculty/Departments' programmes and/or units.

4. Supervisory received

The post holder reports to the Vice Chancellor.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must be well educated and hold at least the title of Assistant Professor/senior lecturer, and have considerable research and professional experience. A minimum of 7 years of research and teaching experience are essential.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises for at least 8 hours per day during the week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Partnership reserves the right to vary the duties and responsibilities of the staff. The above duties may be altered to suit the future needs of the service.

2. Staff are liable to serve at any of the organisation's places of employment as may be required.

8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Job Specification for Finance Officer, Student Support Officer, Human Resource Officer and Estate Officer

Finance Officer, Student Support Officer, Human Resource Officer and Estate Officer will have the same responsibilities for as above duties as appropriate and will work as a member of the Administration and Finance team at the University under the auspices of the Head of Administration and Finance.

Professor

A. Job Description

1. Purpose of post

To take responsibility for teaching of Partnership units and to support the Department in curriculum development, research activities and information dissemination.

2. Main duties and responsibility

- a) To teach up to a maximum of 12 hours, take responsibility for Unit development
- b) and produce reports on the students' progress and achievement.
- c) To produce Unit outlines and summary syllabuses to the standards expected by the Department.
- d) To undertake duties in curriculum development.
- e) To support research and participate in scholarly activities.
- f) To prepare teaching and learning packages to the standards established by the Department for the subjects taught/involved.
- g) To act as tutor for a group of students.
- h) To attend Departmental meetings when required and participate and support the Department's staff development and appraisal system.
- i) To prepare proposal for external funding particularly in support of research areas of interest to the Department.
- j) To undertake other duties commensurate with the post, as may be required from time-to-time.

3. Supervisory responsibility

Responsibility for Units taught as the Unit leader and/or as a team member.

4. Supervisory received

The post holder reports to the Head of Department for the management and delivery of the responsibilities outlined in 2 above and may be asked to support the Partnership or the Partnership when required.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must possess the title of professor recognised by the Turkish Higher Education Council (YÖK) with recent research and professional experience. A minimum of 7 years of research and teaching experience are essential.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises at least 6 hours in a week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1.The Partnership reserves the right to vary the duties and responsibilities of the post-holder. The above duties may be altered to suit the future needs of the service.

2. The post-holder is liable to serve at any of the Partnership's sites as may be required.

8. Other Requirements

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Associate Professor

A. Job Description

1. Purpose of post

To take responsibility for the teaching of up to four Units and to support the Department in curriculum development and research activities.

2. Main duties and responsibility

- a) To teach up to 15 hours and take responsibility for Unit development.
- b) To produce Unit outlines, summary syllabuses to the standards expected by the Department and produce reports on the students' progress and achievement.
- c) To undertake duties in curriculum development.
- d) To support research and participate in scholarly activities.
- e) To prepare teaching and learning packages to the standards established by the Department for the subjects taught/involved.
- f) To act as tutor for a group of students.
- g) To attend Departmental meetings when required and participate and support the Department's staff development and appraisal system.
- h) To undertake other duties commensurate with the post, as may be required from time-to-time.

3. Supervisory responsibility

Responsibility for Units taught as the Unit leader and/or as a team member and support in research initiatives.
Specific Partnership responsibilities for timetabling

4. Supervisory received

The post holder reports to the Head of Department or his/her nominee in his/her absence. The holder may be asked to support the Partnership.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must be well educated and hold the title of Doçent with research and professional experience. A minimum of 5 years of research and teaching experience are essential.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises at least 10 hours in a week so that effective team operation can be realised.
2. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Partnership reserves the right to vary the duties and responsibilities of the post-holder. The above duties may be altered to suit the future needs of the service.

2. The post-holder is liable to serve at any of the organisation's places of employment as may be required.

8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Assistant Professor

A. Job Description

1. Purpose of post

To take responsibility for teaching of Partnership Units and to support the Department in curriculum development, research activities and information dissemination.

2. Main duties and responsibility

- a) To teach up to 18 hours and take responsibility for Unit development.
- b) To produce Unit outlines, summary syllabuses to the standards expected by the Department and produce reports on the students' progress and achievement.
- c) To undertake duties in curriculum development.
- d) To support research and participate in scholarly activities.
- e) To prepare teaching and learning packages to the standards established by the Department for the subjects taught/involved.
- f) To act as tutor for a group of students.
- g) To attend Departmental meetings when required and participate and support the Department's staff development and appraisal system.
- h) To undertake other duties commensurate with the post, as may be required from time-to-time.

3. Supervisory responsibility

Responsibility for Units taught as the Unit leader and/or as a team member, and the development science laboratory on the Partnership's behalf.

4. Supervisory received

The post holder reports to the Head of Department for the management and delivery of the responsibilities outlined in 2 above and may be asked to support the Partnership or the Partnership when required.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must possess the title of Assistant Professor recognised by the Turkish Higher Education Council with recent research and professional experience. A minimum of 2 years of research and teaching experience are essential.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises at least 10 hours in a week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Partnership reserves the right to vary the duties and responsibilities of the post-holder. The above duties may be altered to suit the future needs of the service.

2. The post-holder is liable to serve at any of the Partnership's sites as may be required.

8. Other Requirements

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Principal Lecturer

A Job Description

1. Purpose of post

To take responsibility for teaching of Partnership units and to support the Department in curriculum development, research activities and information dissemination.

2. Main duties and responsibility

- a) To teach up to a maximum of 15 hours, take responsibility for Unit development
- b) and produce reports on the students' progress and achievement.
- c) To produce Unit outlines and summary syllabuses to the standards expected by the Department.
- d) To undertake duties in curriculum development.
- e) To support research and participate in scholarly activities.
- f) To prepare teaching and learning packages to the standards established by the Department for the subjects taught/involved.
- g) To act as tutor for a group of students.
- h) To attend Departmental meetings when required and participate and support the Department's staff development and appraisal system.
- i) To prepare proposal for external funding particularly in support of research areas of interest to the Department.
- j) To undertake other duties commensurate with the post, as may be required from time-to-time.

3. Supervisory responsibility

Responsibility for Units taught as the Unit leader and/or as a team member.

4. Supervisory received

The post holder reports to the Head of Department for the management and delivery of the responsibilities outlined in 2 above and may be asked to support the Partnership or the Partnership when required.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must be well educated and hold at least the title of Associated Professor/senior lecturer, and have considerable research and/or professional experience. A minimum of 5 years of research/teaching or professional experience is essential.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises at least 12 hours in a week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Partnership reserves the right to vary the duties and responsibilities of the post-holder. The above duties may be altered to suit the future needs of the service.

2. The post-holder is liable to serve at any of the Partnership's sites as may be required.

8. Other Requirements

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Senior Lecturer

A. Job Description

1. Purpose of post

To take responsibility for the teaching of up to four Units and to support the Department in curriculum development and research activities.

2. Main duties and responsibility

- a) To teach up to 18 hours and take responsibility for Unit development.
- b) To produce Unit outlines, summary syllabuses to the standards expected by the Department and produce reports on the students' progress and achievement.
- c) To undertake duties in curriculum development.
- d) To support research and participate in scholarly activities.
- e) To prepare teaching and learning packages to the standards established by the Department for the subjects taught/involved.
- f) To act as tutor for a group of students.
- g) To attend Departmental meetings when required and participate and support the Department's staff development and appraisal system.
- h) To undertake other duties commensurate with the post, as may be required from time-to-time.

3. Supervisory responsibility

Responsibility for Units taught as the Unit leader and/or as a team member and support in research initiatives.
Specific Partnership responsibilities for timetabling

4. Supervisory received

The post holder reports to the Head of Department or his/her nominee in his/her absence. The holder may be asked to support the Partnership.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must be well educated and hold at least the title of Associated Professor/senior lecturer, and have considerable research and/or professional experience. A minimum of 5 years of research/teaching or professional experience is essential

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises at least 12 hours in a week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Partnership reserves the right to vary the duties and responsibilities of the post-holder. The above duties may be altered to suit the future needs of the service.

2. The post-holder is liable to serve at any of the organisation's places of employment as may be required.

8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Lecturer

A. Job Description

1. Purpose of post

To take responsibility for the teaching of up to five Units and to support the Department in curriculum development and research activities.

2. Main duties and responsibility

- a) To teach up to a maximum of 20 hours, take responsibility for Unit development and produce reports on the students' progress and achievement.
- b) To produce Unit outlines and summary syllabuses to the standards expected by the Department.
- c) To undertake duties in curriculum development.
- d) To support research and participate in scholarly activities.
- e) To prepare teaching and learning packages to the standards established by the Department for the subjects taught/involved.
- f) To act as tutor for a group of students.
- g) To attend Departmental meetings when required and participate and support the Department's staff development and appraisal system.
- h) To undertake other duties commensurate with the post, as may be required from time-to-time.

3. Supervisory responsibility

Responsibility for Units taught as the Unit leader and/or as a team member.

4. Supervisory received

The post holder reports to the Head of Department or his/her nominee in his/her absence and may be asked to support the Partnership when required.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must be well educated and hold at least the title of Associated Professor/senior lecturer, and have considerable research and/or professional experience. A minimum of 5 years of research/teaching or professional experience is essential. A doctorate qualification is preferred.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises at least 12 hours in a week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Partnership reserves the right to vary the duties and responsibilities of the post-holder. The above duties may be altered to suit the future needs of the service.

2. The post-holder is liable to serve at any of the organisation's places of employment as may be required.

8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Specialist and Research Assistant

A. Job Description

1. Purpose of post

To carry out research in one aspect related to the area of expertise and to take responsibilities for a maximum of 10 hours per week for application or practical sessions, and provide technical support to the Partnership in related areas.

2. Main duties and responsibility

- a) To conduct research and provide up to 10 hours learning support and produce reports on own and the students' progress and achievement.
- b) To undertake duties in application or laboratory development and prepare application or laboratory notes and case studies, as appropriate.
- c) To prepare learning packages to the standards established by the Department for the practical sessions.
- d) To act as mentor for a group of students.
- e) To attend departmental and Partnership meetings when required and participate and support the Partnership's staff development and appraisal system.
- f) To undertake other duties commensurate with the post, as may be required from time-to-time.

3. Supervisory responsibility

No supervisory Responsibility, but new Research Assistants may be asked to work under the guidance of a Specialist. Specialists have at least 2 years of research experience.

4. Supervisory received

The post holder reports to the Head of Department but may work under the guidance of a senior staff and may be asked to support the Partnership when required.

B. Requirements of Post Holder

5. Work experience and qualifications

The post holder must be well educated to at least a degree level (GPA average of 3.0 or above—a lower average may be applicable under special circumstances). A postgraduate qualification is preferred.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises for at least 8 hours per day during the week so that effective team operation can be realised.
3. To be familiar with the Partnership academic structure and operations as well as its management structure and reporting system.

NB: 1. The Partnership reserves the right to vary the duties and responsibilities of staff.
The above duties may be altered to suit the future needs of the service.

2. The post holder is liable to serve at any of the organisation's places of employment as may be required.

8. Notes taken during the interview/appointment

Staff/applicant:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Learning Lesource Manager

A. Job Description

1. Purpose of post

The Learning Resource Administrator will be responsible to the Vice Chancellor for learning resources development, coordination and administration in the Partnership.

2. Main duties and responsibility

- a) To support the development and administration of the learning resources for the academic programmes.
- b) To coordinate the work in the Library and support the development of the library and its services.
- c) To prepare specific learning resource materials under the direction of the Vice Chancellor.
- d) To support the Programmes Leader/HoDs on aspects relating to the academic programmes.
- e) To assist the Programmes Leader and Heads of Department concerned in developing learning packages for specific courses.
- f) To support learning seminars for students and staff.
- g) To take responsibility for staff development plan and its management.
- h) To take other responsibilities and duties related to the tasks stated above as assigned by the Vice Chancellor.

3. Supervisory responsibility

None.

4. Supervisory received

The post holder is responsible to the Vice Chancellor.

B REQUIREMENTS OF POST HOLDER

5. Work experience and qualifications

The post holder must have at least a good higher diploma with at least 5 year of learning resources development and management experience.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises for at least 6 hours per day during the week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Vice Chancellor reserves the right to vary the duties and responsibilities of staff. The above duties may be altered to suit the future needs of the service.

2. The post holder is liable to serve at any of the organisation's places of employment as may be required.

8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Vice Chancellor:

Signed:

Dated:

Unit/Module Co-ordination

Role of the Unit Co-ordinators

The role of the Unit Co-ordinator is very different to the role of the Unit Leader. Unit Leaders take responsibility for the development, delivery and assessment of a given Unit. The Unit Co-ordinators are appointed when a given Unit has more than one cohort and is taught by more than one lecturer.

In these cases one of the Unit Leaders is nominated by the Head of Department to take responsibility to ensure that different cohorts of the Unit are very similar if not the same in terms of content, depth of study, and assessment requirements and activities.

To this end, it is expected that the Unit Co-ordinator would call a meeting of lecturers teaching the Unit ensure learning activities are co-ordinated accordingly and all the students taking the Unit are treated the same irrespective as to who is teaching the Unit.

If all assessment activities can be organised at the same time and same examination/ assessment could be given to each cohort, and then this must be carried out this semester. Note that this semester; the final examination should be common for all cohorts.

All Unit Co-ordinators are expected to ensure that the Units are run consistently on a weekly basis and that all assessment activities take place at the same time and the same paper is given to all the students.

Job Details - Administration

All the following posts come under the direction of the Chief Administration Officer.

1. Head of ITC

A. Job Description

1. Purpose of post

The purpose of the post is to manage the ITC requirements of the University.

2. Main duties and responsibility

The IT Manager is responsible for the system management and programming all IT and communication-related requirements and to maintain effective services for the University.

Her/his duties are as follows:

a- Hardware Support 20% (including the simulators)

- (i) Reporting to the related offices on specification, ordering, unpacking and setting up new computers and peripherals
- (ii) Identify and resolve hardware faults
- (iii) Upgrade hardware as necessary
- (iv) Routine hardware maintenance, "including both the network system and all other computers"
- (v) Maintain the hardware inventory
- (vi) Fit security kits and identification tags
- (vii) Advise on hardware performance/needs

b- Software Support 20% (including the simulators)

- (i) Reporting to the related offices on specification, ordering and receipt of institutional software
- (ii) Install, configure and optimise new and upgraded operating systems and software packages
- (iii) Fault-finding, problem-solving and user-related software queries
- (iv) Maintenance of software inventory, licence tracking system and audit of software
- (v) Contribute to roll-out of new packages within the department

c- Server Management Support 25%

- (i) The post holder will manage the Network server and the system computers' hardware and software and is expected to identify faults, providing solution to the faults, and keep the Network running and to ensure the smooth operation of the network locally to the institute.
- (ii) When asked, to establish national and/or international video-conference over the Network
- (iii) Maintain long-term user-specific archive facility
- (iv) Setup local workstation backups where needed.

d- General 20% , (including the simulators)

- (i) Purchasing good products and obtain beneficial prices.
- (ii) Train the Staff on basic IT equipment use. Assist the Staff to become self-sufficient for simple ITC needs.
- (iii) Encourage and engage departmental staff/students' interest in ITC solutions.
- (iv) If appropriate, develop departmental "Superusers"
- (iv) Be prepared to travel offsite occasionally, to support users.
- (iv) Assist the Department in resolving user needs, e.g. in negotiations to provide instructors and students home use solutions of the network especially on the examination results and students' personal affairs.
- (vii) Advise VC/HOA&F about ITC issues e.g. anticipated ITC developments/options for planning purposes, or in conducting risk assessments

e- Website support/development 15%

He/she is also to provide services to the departmental websites which may need to be updated, renewed or re-programmed. Additionally, the Post holder is expected to help users wishing to update their content that may need IT support.

3. Supervisory responsibility

To take responsibility for the management of the staff in the IT Office.

4. Supervisory received

The post holder is responsible to the Chief Admin Officer and ultimately to the Vice Chancellor.

B REQUIREMENTS OF POST HOLDER

5. Work experience and qualifications

The post holder must have

- Qualification in a related subject
- Working experience of Networks
- Experience of providing group/team/departmental ITC support to at least 30 users within a similar environment, for at least 6 months
- Experience of providing IT training
- Management experience.

In exceptional circumstances a well experienced administrator, with a lower academic qualification, may be considered for this post.

6. Skills, abilities, personality and disposition

- Ability to be a member of a team
- Ability to prioritise and manage own workload, and work without supervision
- Ability to provide an IT service to a variety of staff across the range of seniority, with various needs and levels of technical ability/understanding
- Ability to establish and maintain effective working relationships with various external IT-related departments/units/services
- Ability and initiative to find prompt solutions where not already known or previously experienced

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

- 1.To support effective team operations.
- 2.To be on the Partnership’s premises for at least 8 hours per day during the week so that effective team operation can be realised.
2. To be familiar with the Partnership’s academic structure and operations as well as its management structure and reporting system.

NB: 1. The Vice Chancellor reserves the right to vary the duties and responsibilities of staff. The above duties may be altered to suit the future needs of the service.

2. The post holder is liable to serve at any of the organisation’s places of employment as may be required.

8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Chief Admin Officer:

Signed:

Dated:

2. Student Support Officer

A Job Description

1. Purpose of post

The Head of Student Affairs will be responsible for all student affair matters including registration, support, progression and achievement.

2. Main duties and responsibility

- a) To support the development and administration of policies and implementation relating to students registration, support, progression and achievement.
- b) To coordinate the work in the Student Affairs Office.
- c) To prepare specific documents and materials relating to students.
- d) To support the academic staff relating to class registers, student progression and achievement.
- e) To take responsibility for staff development and its management in the Student Affairs Office.
- f) To take other responsibilities and duties related to the tasks stated above as assigned by the Chief Administration Officer and the Vice Chancellor when required.

3. Supervisory responsibility

To take responsibility for the management of the staff in the Student Affairs Office.

4. Supervisory received

The post holder is responsible to the Chief Admin Officer and ultimately to the Vice Chancellor.

B REQUIREMENTS OF POST HOLDER

5. Work experience and qualifications

The post holder must have at least a good higher diploma with at least 5 years of student registration and support experience as well as people management in a similar organisation. In exceptional circumstances a well experienced administrator, with a lower academic qualification, may be considered for this post.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the Partnership's premises for at least 8 hours per day during the week so that effective team operation can be realised.
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Vice Chancellor reserves the right to vary the duties and responsibilities of staff. The above duties may be altered to suit the future needs of the service.

2. The post holder is liable to serve at any of the organisation's places of employment as may be required.

8. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Chief Admin Officer

Signed:

Dated:

3. Finance Officer

A Job Description

1. Purpose of post

The Accountant will be responsible to the Head of Administration and Finance and will manage the University's finances and accounts.

2. Main duties and responsibility

- a) To support the development and administration of the financial resources.
- b) To coordinate the work in the Finance office.
- c) To prepare specific financial reports and materials under the direction of the Head of Administration and Finance
- d) To take responsibility for staff development for the Finance/Accounts Office.
- e) To take other responsibilities and duties related to the tasks stated above as assigned by the Chief Admin Officer and the Vice Chancellor when required.

3. Supervisory responsibility

Responsibility for the management of the staff in the Finance/Accounts Office.

4. Supervisory received

The post holder is responsible to the Head of Administration and Finance and ultimately to the Vice Chancellor.

B. REQUIREMENTS OF POST HOLDER

5. Work experience and qualifications

The post holder must have at least a good higher diploma with at least 5 year of learning resources development and management experience. In exceptional circumstances a well experienced administrator, with a lower academic qualification, may be considered for this post.

6. Skills, abilities, personality and disposition

The post holder should possess a pleasant personality, be able to cope under pressure, communicate with a wide range of individuals at all levels of seniority and at all times generate an image of efficiency and competence.

7. Other requirements (including any special items)

1. To support effective team operations.
2. To be on the University's premises for at least 8 hours per day during the week so that effective team operation can be realised
3. To be familiar with the Partnership's academic structure and operations as well as its management structure and reporting system.

NB: 1. The Vice Chancellor reserves the right to vary the duties and responsibilities of staff. The above duties may be altered to suit the future needs of the service.

2. The post holder is liable to serve at any of the organisation's places of employment as may be required.

9. Notes taken during the interview

Staff/Applicant Name:

Signed:

Dated:

Chief Admin Officer:

Signed:

Dated:

4. Other Admin Personnel

The job details of other non-academic members of staff including secretaries Excluding the Vice Chancellor's secretary/PA, will be prepared and appended to this manual before the commencement of the academic year by the Head of Administration and Finance The Vice Chancellor will prepare the Vice Chancellor's secretary/PA's job details. The HOA&F will prepare the Deputy Admin Officer's job details.

Staff holding deputy roles will have specific job specification drafted by the head of the academic or administrative unit and agreed by the Vice Chancellor.

ELEMENT 3**Part 1 – Primary Requirement**

1. University must consider the business world as a market. The needs of the business world should be regularly reviewed and if an opportunity arises a new programme and/or unit should be proposed for consideration by the Board. The proposal by the academic units or individuals should be made in the first instance to the Vice Chancellor.
2. Placement of students is expected to be arranged/planned in collaboration with shipping enterprises. The placement activities should be supervised and assessed jointly by the academic staff and collaborating organisation. A placement handbook should be developed to identify the processes and the assessment arrangements.
3. A recruitment plan needs to be developed early in the academic year for the next academic year. The planned numbers are expected to be reached and any deficiency and reason for it reported by the Vice Chancellor. This requirement also relates to new programmes/units. The report should also pay special references to the efforts made by the University staff to visit relevant academic institutions, preparation establishments, particularly locally, and also on the expected initiative of contacting the students who have been successful in the national entrance examinations.
4. The Quality Audit report for the external authorities' annual visit should be presented at least 4 weeks before the visit and presented to the Board of Governors.

BTEC assessment system to be implemented in full under the direction of the Vice Chancellor. The Vice Chancellor will take responsibility for the internal verification for 2006-2007 until other senior staff become familiar with degree and higher degree as well HND/Foundation Degree and Apprenticeship requirements.

5. The proposals for financial support from external and internal sources, by the academic units or from individuals should be presented to the Vice Chancellor, at least 4 weeks before the commencement of the semester.
6. The University is expected to initiate meaningful international partnerships and collaborations with a view to improve the learning experience of the students and staff. University should be active in the national and international scholarly forums and conferences for the widespread distribution of knowledge and expertise. The staff and students should be supported in taking opportunity to receive learnt materials and be able to publish their work in reputable journal and proceedings. In particular it is expected that the University will;
 - 1) Cooperate with the respected British and European universities and professional bodies.
 - 2) Establish a teleconference system to make meaningful collaborations with international and national organisations a reality.
7. Academic evaluation should be carried out according to the Quality Criteria presented in part 2 of this Element with a summary of reports from the head of each department/academic unit on regular basis and a report presented to the University

Board early in each semester. The department/academic unit's head report should reflect on the following:

Summary of actions taken and actions outstanding
In-semester report by staff
End of Semester report by the staff
Individual performance reports
Students' feedback on the teaching and units
Previous Head of department's report
Timetable planning process
Recruitment issues and problems

8. A handbook is required for each programme/unit of study to include information about the staff and units as per example given in the Manual (Element 5). Each unit is expected to have a Unit Outline and a Unit Learning Package as explained in Element 5 of this Manual.
9. BTEC grading/assessment criteria to be used for all BTEC Units.
10. A report containing staff and student notable achievements in local, national and international events should be included in the Vice Chancellor's report to the Board of Governors at the end of each academic year.
11. The reports by the Vice Chancellor to the Board of Governors should also report on the outcome of the students' questionnaire for evaluation of the teaching and units completed by the students twice in a semester. A section reporting on the attendance (the absenteeism) of students should be included in the report. The reason for earlier leavers from their programme of study should be high lighted.
13. All academic staff, subject to the approval of their head of unit, can have half a day off to support other universities and industry in teaching and/or research. This provision does not apply to full-time staff of English Preparatory Programme.
14. It is expected that a committee be established to maintain University web pages. A representative of each academic unit attends all the meetings to ensure all the programmes and academic services are displayed in a meaningful and uniform manner.
15. The importance of recruiting the highest quality academic staff cannot be over-emphasised. To this end, the recruitment policy and processes as detailed in Element 5 are expected to be applied in all cases.
16. A calendar of important activities and events needs to be prepared for the academic year based on the calendars of other academic units every semester for the whole academic year. The planning events i.e. teaching and student timetables should be given in detail. The Planning Committee will take responsibility for the tasks.

Part 2 – Quality Criteria

Definition of Concepts

In this Manual the term ‘quality’ and variations of this word are often used, hence the definition of this term and the related concepts need to be stated for the sake of clarity.

Quality is the totality of features and characteristics of a product or service that bears on its ability to satisfy stated or implied needs. The standard defines:

Quality Assurance as - all those planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy given requirements for quality and,

Quality Control as - the operational techniques and activities that are used to fulfil requirements for quality.

The Quality Control in this study will also include:

The systematic process of measuring actual quality performance and comparing it with a given standard to enable action on the difference.

The research programme is also concerned with quality management. The BS 4778 states that:

Quality Management is - that aspect of the overall management function that determines and implements the quality policy.

According to BS 7850 (1992):

Total Quality Management (TQM) is defined as the management philosophy and the organisational practices that aim to harness the human and material resources of an organisation in the most effective way to achieve the objectives of the organisation.

In this project the above definitions, which are the international definitions for various terms associated with subject of quality, are applied throughout the research work. However the term Quality Assurance and Control often used in this project proposal refers to the establishment and refinement of a higher education system incorporating all of the above definition statements.

Quality Criteria Check List

a) Programme Management and Operation

Criteria:

- A cost/benefit analysis together with market research for the proposed programme has been conducted prior to consideration by the Institution.
- Physical resources for the programme have been identified.
- The members of staff involved are sufficient in number and appropriately qualified and experienced.
- A staff development and training plan has been prepared.
- A system for taking students’ and staff views has been established.
- The details of staff currently involved in delivery, assessment and internal and external quality assurance and control, are available.

- A leader for the programme has been identified and the roles of other staff involved in the programme have been established and details regarding technical and administrative support staff are available.
- A programme handbook identifying the following is available:
 - Description of the programme
 - Rationale for the programme
 - Aims
 - Intended learning outcomes
 - Programme structure
 - Learning and teaching strategies
 - Assessment strategy
 - Student experience – support, progression and achievement.
 - Programme review and evaluation
 - Entry regulations
 - Academic regulations
 - Examinations – regulations and procedures.
 - Institution Management Structure
 - Appeals – procedures.
 - Counselling and advice
 - Summary Syllabuses
- There is a programme committee with a defined composition and terms of reference to oversee the programme operation and evaluation.

b) Curriculum Design and Structure

Criteria:

- The year has been broken down into specific periods of study, i.e. semesters, terms etc.
- Modules/units within the programme have been clearly identified.
- The academic depth for each module/Unit has been decided based on the intended student entry.
- The mix of core, elective and basic science modules satisfy the Institution's rules and regulations.
- The level of modules/Units, including electives, has been decided.
- Pre-requisites for each module have been investigated and established and the structure of modules is coherent.
- Each module/unit content has been developed after discussions with internal and external staff with expertise in that particular area.
- The modules selected satisfy the range and depth of knowledge required and their content has been developed to ensure minimal overlap unless desired.
- All electives have been identified and classified appropriately.
- Delivery methodology of programme modules has been decided.
- Total number of credits has been established.

- The curriculum content satisfies the academic requirements of the profession.
- The assessment methodology for each module has been determined.
- Progression routes are well defined.
- Transferable skills have been identified.
- Progression to further study has been made possible.
- A map of student-centred activities and opportunities for students' personal development are available.

c) Teaching, Learning and Assessment

Criteria:

- Methodology in terms of lectures, seminars and workshops for each module has been decided.
- The assessment papers, i.e. examination and assignment briefs have been prepared in accordance with the assessment requirements for the intended outcome.
- For each assessment, there is an assessment criterion as well as a grading criterion.
- The assessment ensures the students attain the required standards, i.e. examination papers and Unit work satisfy depth and range requirements.
- There are mechanisms to assess teaching quality and this mechanism provides a grading system and includes the following areas:
 - Clarity of the objectives for the session related to the intended outcomes.
 - Student participation.
 - Resources used during the session and appropriateness of the accommodation.
 - Planning, content, method, pace and examples used.
- There are mechanisms for supporting students with learning difficulties
- Students are given opportunities to become involved in the programme operation and in taking responsibility for their own learning.
- The learning strategy clearly identifies teacher-centred and student-centred activities and that these activities are planned.
- There is a system for sampling students' assessed work.
- Students are expected to provide feedback on the quality of teaching provided and on their modules of study.
- There is an assessment schedule so that students know when, what and how they are going to be assessed.
- Learning experiences of students are relevant to employment.
- There is a systematic and progressive development and assessment of transferable skills.
- The assessment procedures are open, fair and free from bias.
- Records of assessments are up to date and available for scrutiny.
- There are procedures for internal verification and evaluation of all aspects of the assessment process.

d) Student Support and Guidance

Criteria:

- There is a strategy to provide meaningful support and guidance to students.
- There are planned arrangements for students' admission and induction and all staff are aware of these arrangements.
- There are arrangements for counselling and welfare support and all students have a tutor and know how to access a counsellor.
- The students have been introduced to learning and IT resources and full information has been given to them on how to use these facilities.
- There is comprehensive service to students regarding careers and the world of employment.
- Relevant statistical and progression data are available.
- A mechanism is in place to identify student needs in terms of support and guidance.
- Students have access to an office for their social and club activities.
- Liaison staff has been identified to support students' social and club activities.
- Students have access to relevant and appropriate IT facilities including Internet, application software and on-line databases.

e) Learning Resources

Criteria:

- There is an overall strategy for learning resources and their development.
- There is a library handbook which details library resources and opening times.
- Details of Learning Resources, including library and IT availability, are provided.
- Details of all physical resources and their location and availability to students, including those available off-site, are given.
- Each category of learning resources, namely laboratories, library and IT, are staffed accordingly (sufficient in number, appropriately qualified and experienced).
- Roles of staff involved in learning resources have been identified, including details of technical support staff.
- Training development needs of the learning resources staff have been identified and a programme of staff development for these staff is in place.
- The accommodation provided for laboratories, library and IT is appropriate.
- The students have access to learning support facilities in addition to books, periodicals and CD-ROMs, etc.
- There is evidence of an effective liaison between academic staff and learning resources staff.
- Students are provided with open access and independent learning materials.
- There are arrangements for introducing staff and students to learning resources.

f) Quality Assurance and Enhancement

Criteria:

- The needs of the organisation are clearly identified.
- The needs of job specifications are clearly identified.
- The needs of individuals are clearly identified.
- The academic depth for each module/unit has been decided based on the intended student entry.
- There is a policy to improve quality and maintain standards.
- There is a quality system in operation, which contains a Quality Assurance and Control manual with clear procedures and instructions.
- The views of staff/students on operational aspects of the organisation and quality issues are sought.
- There are periodic and on-going arrangements for monitoring the quality of academic programmes as well as administrative support services.
- Quality Assurance and Control arrangements are clear, rigorous and understood by staff and students.
- There is a staff development programme, which supports the staff development of academic and non-academic units.
- There is an appraisal and peer review of staff, including teaching skills.
- There is evidence of support for continuing professional development.
- There is a central as well as localised support for research.
- Research programmes, in the main, underpin the academic programmes offered.

g) Student Progression and Achievement

Criteria:

- There is a clear strategy for entry arrangements of students into academic programmes.
- Student entry and intended outcome of programmes and modules are carefully matched.
- The progression rates and non-completion rates are clearly identified.
- Transfers in and out of programmes or Units/modules are clearly reconsidered and recorded.
- There are clear procedures to ensure grades and qualifications awarded to students are fair and unbiased.
- The arrangement for credit rating is such that the students are not disadvantaged if they decide to opt out of the institution at any time.

There are clear arrangements to monitor students' career development after graduation.

ELEMENT 4 – QUALITY PROCEDURES

Basic Structure of Quality Procedures

Format

Title

Purpose (why?)

Scope (for what and to whom does it apply?)

Procedures (How will it be done, by whom and when?)

Audit (who is responsible for the internal audit? When the audit will take place?)

Procedures – The Six-Step Format

1. Purpose Outline the objective or intention of the document
2. Scope Outline the sphere, department, group of people to which the procedure applies
3. References Provide details of other documents which have bearing on the activities within the procedure
4. Definitions Define any words or actions contained in the procedure, Which are not readily understood?
5. Procedure Detail the actions of those people involved in the activities covered by the procedure. It should identify, where possible, who does what, and where the activity is carried out.
6. Documentation List of any documentation Referred to within the procedure and generated as a result of implementing a procedure. A copy or example of each document should be attached to the procedure as an appendix. To facilitate control, all documents relating to a given procedure should carry a Reference number which links that document to the procedure.

Quality Procedures Index

For every procedure a Standard format as presented above will be produced. However, before doing this, various sections of Element 5 needs to be developed using rapid prototyping methodology.

After the completion of Element 5, an evaluation will be produced leading to the completion of draft procedures for inclusion in the Element 4 and hence throughout the University, hence full application.

ELEMENT 5 – QUALITY PROCESSES

Main processes - Responsibilities

Vice Chancellor

Development of a calendar for the University
Maintenance of the University's Boards/Committees
The University semester report
Performance review of senior staff including heads of departments
Maintenance of the Quality Manual
Preparation of the research handbook

General Administrator

Planning processes for timetables
Students' recruitment activities
Operational co-ordination of departments/programmes
Liaison with local authorities

Head of Departments

Calendar of activities for the department
Maintenance of departmental committee
End of semester report
Performance review of staff
Preparation of department/programme handbook
Review of the learning packages
Preparation of the research handbook for the department
Web page maintenance

Academic staff

Development of a Unit outline for each Unit
Development of the learning package for each Unit
Completion of individual performance report
Preparation of mid-semester report for each cohort
Completion of end of semester statistical report and inclusion of students' work/scripts
End of semester report for each cohort

Students

Completion of all Unit and project work
Attendance to all classes
Attendance in all assessment activities
Completion of the student's semester and annual questionnaire
Effective participation in selected University seminars
Meeting Unit leader/tutors on regular basis

University Academic Calendar
Academic Year
Semester 2

Week 1 - Project Proposals to be submitted

Week 2 - Review of Learning Packages

Week 3 - Review of Academic Plans & staff responsibilities

Week 4 - List of students who will be progressing to the next stage

Week 5 - Planning for assessment of Units

Week 6/8 - Mid-Semester Reports (monitoring student performance)

Week 7 - Draft Planning Sheets from Heads of Departments

Week 8 - New Programme Proposals

Week 9 - Draft Timetables

Week 10 - Review of recruitment activities

Week 11 - Final Timetables

Week 12 - Student Handbooks for next semester

Week 13 - Questionnaires to students

Week 14 - All Project reports/Thesis to be submitted/Revision Week (learning support)

Week 15 - Examination Week/End of Semester Reports to HoD/PL/Vice Chancellor

Week 15+1- Evaluation of End of Semester Reports (HoDs/PL/Vice Chancellor)

Week 15+2- Evaluation of student questionnaires

Week 15+3- Review of staff responsibilities

Departmental Calendar

Academic Year

Semester

- Week 1- Review of academic plans and timetables, Project Proposals by students to be submitted
- Week 2- Review of Learning Packages
- Week 3- Review of Academic Plans & staff responsibilities
- Week 4- List of students in each cohort, meeting with students and staff and feedback on
- Week 5- Final arrangements for assessment of Units-multiple Units with more than one lecturer
- Week 6/8 Mid-Semester Reports (feedback students' performance)
- Week 7- Forwarding draft Planning Sheets to the GC/GA
- Week 8- New Programme Proposals to GC/GA
- Week 9- Final members of staff draft timetables from
- Week 10- Review of staffing requirement for the next semester
- Week 11- Final staff timetables to the GC/GA
- Week 12- Preparing and finalising Student Handbook for next semester
- Week 13- Final preparation for final assessment/examinations
- Week 14- All Project reports/Thesis to be submitted/Revision Week (provide learning support)
- Week 15- Examination Week/End of Semester Reports to HoD/PL/Vice Chancellor
- Week 15+1 Evaluation of End of Semester Reports (HoDs/PL/Vice Chancellor)
- Week 15+2 Evaluation of student questionnaires
- Week 15+3 Review of staff responsibilities

Individual Performance Review (IPR)

How the IPR/BPD Works

The purpose of the Performance Review exercise is to provide the opportunity for staff to use their own professional judgement and review their performance and to state as to whether they have achieved their targets set by their senior, and if not why not.

The exercise will be piloted this year on a voluntary basis and most of the staff is expected to participate in the scheme and contribute to its development. The feedback received was very supportive of the exercise.

The IPR form should be used in conjunction with Job Details (Specification) allocated by the University to each member of staff. If the 'Job Details' for any member of staff need to be amended in light of the review exercise, then the suggestions should be reported to the Vice Chancellor for consideration.

It is acknowledged that people would like to be successful and the idea of the review exercise is to give them that opportunity, and by monitoring their work, to ensure they can achieve targets set. To this end, the targets should be realistic and realisable.

Individual Performance Review (IPR) Form

Any changes to your details/curriculum vitae submitted last time?

Job tasks/targets for this semester:

- 1.
- 2.
- 3.
- 4.

Staff development needs/requirements this semester:

- 1.
- 2.

Any comments about the Partnership/your department?

Comments by appraiser:

I agree with what has been stated:

Staff name and signature:

Dated:

Head of Academic Unit name and signature:

Dated:

Student Progress and Achievements

Mid-semester Report Forms

The report requires a list of students and their % marks for the mid-semester examination. The % attendance figures are also given for each student. The lecturers are encouraged to comment on students' achievement and attendance. The following format is recommended.

Form format

Name of the University
 Name of the Department
 Staff Name
 Date of the report

Part A

Student Number	Student Name	% Mark	% Attendance
Xxxx	A. N. Another	67	70

Part B

Any other comment on the cohort or the any particular student,

Signature of the Staff

Signature of the Head of Department

Remarks

As a copy of these reports will be submitted to the Programmes Leader with a copy to the Vice Chancellor, and appropriate action taken action if required and action fully documented. If the Unit is a servicing Unit a copy of the report will also be sent to the HoD where the students reside, enabling action to be taken if deemed necessary.

The content of these forms will help to identify the causes of the problems early in the semester enabling departments/faculties concerned to do something about them.

End-of-semester Report Form

Form format

Programme Title:

Staff Name:

Unit/Module:

Date of the report:

Part A

Number of students in the class:

Total number of contacts:

Total number of lectures:

Total number of laboratory/workshops hours/etc:

Part B

Comments on the group/cohort or any particular student:

Comments on the resources (physical or human):

Comments on the students' progression and achievement:

Changes for next semester:

Signature of the Staff

Signature of the Head of Department

Recruitment Processes

Introduction

The Vice Chancellor and HOA&F carry out all recruitment processes.

They prepare advertisements, accept the applications, arrange the interviews, and prepare the job offers and contracts.

The purpose for this document is to establish the processes and rules of operation for the recruitment of all personnel.

Administrative

Vice Chancellor and HOA&F is responsible for all administrative tasks, like preparing advertisements, arranging interviews, corresponding with the candidates, subsequent selection process, preparing job offers and informing the successful candidates and writing to those who were unsuccessful.

An academic unit or an administrative unit depending on the Vice Chancellor and HOA&F decision may manage the selection process. To this end, the Vice Chancellor and HOA&F needs the information about job descriptions, dates and times of various activities, and a report of selection panel discussions, the reasons why some were short listed and some considered unsuccessful.

The member of the selection panel are nominated by the unit concerned by the composition requires the approval of the Vice Chancellor and HOA&F.

The Unit where the successful candidate will be working in should prepare the following:

- Job Details - specific responsibilities of relevance to the new staff
- Relevant calendars
- Information about the Unit
- Relevant handbooks and forms
- Development and educational possibilities.
- How to obtain stationary supplies and equipment.
- Secretarial services.

All the above should be prepared as shown in Element 2 of this Manual. After the appointment the induction programme for the new staff should contain a session with the immediate senior how would take the candidate through this Manual.

Responsibilities

All recruitment processes are under the responsibility of the Rector except specific senior post and duties, which are under the responsibility of the Board of Governors.

The duty of the Vice Chancellor and HOA&F is to help the administrators in appointing the most suitable candidate for a given post and to ensure that University policies are applied consistently.

General Principles

All personnel serve the University under one contract. The Board of Governors determines the conditions of the contract.

Unofficial Stage, Before the Interview

It is a good opportunity for the candidates who are deemed suitable to be invited to the University. The scope of this opportunity and activities involved depends is decided by the head of the Unit in consultation with the Rector.

If the candidates are given this kind of opportunity they should be informed that this is not a part of the selection process but that this is an opportunity to get to know the University and gather information for their own benefit.

Official Stage before the Interview

In the selection for academic posts the candidates are expected to make a short presentation on a related subject or give a lesson in the subject they are expected to teach and/or research. Psychometric tests can also be applied in some cases. The candidate should be informed of these requirements as part of the selection process.

Interview Panel

The Rector appoints the members and the chair of the interviewing panel. Each panel must have at least 5 or maximum 8 members including the head of the unit, the Vice Chancellor, and 2 subject experts.

The reference letters of the candidates must be openly available to all the panel members. At the first stage it is the policy of the University to ask for references including from the present employer. If there are any objections to seek a reference from the present employer, then the candidate proceeds with the selection process and if successful, the appointment would be subject to a good reference from the present employer.

It is the duty of the panel chair to record the reasons for short-listing candidates and reasons for excluding the other candidates from subsequent stages.

It is the duty of the Vice Chancellor and HOA&F to write letters to all unsuccessful applicants thanking them for their interest in the University and that the post has now been filled.

Honesty

It is of utmost important to be fair to all candidates. Sometimes a member of the panel may be a relative, an acquaintance or a friend of one of the candidates. This situation may arouse suspicion about the honesty and decision of the panel. In these cases the relationship must be reported to the Vice Chancellor and HOA&F.

The applications including the references of the candidates must be kept confidential. The panel chair has the right to show these documents to any of the University personnel, provided the staff concerned is aware of the confidentiality clause. The decision criterion is related with the need for the panel to be able to carry out her/his administrative responsibilities as required.

If there is a need to seek the view of another member of the staff in the University, a short summary of the candidate's qualifications and experience together with the summary content of the reference letters (but not the names of the referees) is compiled instead of showing the application form or the reference letters.

Guiding Principles

Personnel recruitment for the University is one of the most important undertakings. Emergency recruitment for urgent needs creates stress. In these cases, while the process may be accelerated, all requirements for the recruitment should be met. Recruiting a member of staff who would not otherwise have been appointed is a mistake, which will put the University and the candidate in an unsatisfactory situation.

If there is a doubt about the candidate's suitability for the job it is a guiding principle to cancel the recruitment of the candidate and give an advertisement again.

Materializing the Recruitment

All employment contracts require the signatures of the Rector and the chair of the Board of Governors.

Recruitment cannot be made without the approval of the Vice Chancellor for University posts.

Job Details and salary must be agreed before offering a post to a candidate.

Advertisement

All advertisements by the University must be prepared according to the agreed format and Standard.

Process

The advertisement is prepared with the provision of the following by the Vice Chancellor and HOA&F

Recruitment approval by the Board of Governors

Approved job details and salary listing.

Summary of the special conditions.

Draft advertisement

Advertising Agent

University works with a good quality advertisement agency.

The agency would inform the University of the most effective and efficient way of placing the advertisement in the selected media.

Person Specification

Unit (Department/University)

Job Title

Salary Scale

Specification	Essential	Desirable
1.Education		
2.Relevant Experience		
3.Relevant Skills/Aptitudes		
4.Special Requirements		
5.Other		

Selection Form

This form is designed to facilitate the selection process. It will help to ensure that applicants are compared fairly and equally against the requirements (person specification).

Key Please enter, below, essential criteria as stated on the Person Specification.

- (1) =
- (2) =
- (3) =
- (4) =
- (5) =

Candidate	Person Specification Criteria – Essential									
	(1)		(2)		(3)		(4)		(5)	
	√	X	√	X	√	X	√	X	√	X

* Please note that candidates who do not meet the essential criteria cannot be progress to the next stage unless the criteria can only be assessed through an interview, e.g. verbal communication skills.

Comparison Form

This form is designed to be used when a number of applicants have met the essential criteria for the job and when there are too many to interview. Therefore the table below should be used as a second elimination tool but still using desirable criteria as a yard stick as stated in the Person Specification.

Key Please enter, below, desirable criteria as stated on the Person Specification.

- (1) =
- (2) =
- (3) =
- (4) =
- (5) =

Candidate	Person Specification Criteria – Desirable									
	(1)		(2)		(3)		(4)		(5)	
	√	X	√	X	√	X	√	X	√	X

Personnel Department – Interview Information

Post Title **Post Number**.....
 Department/University.....
 Date of Interview.....Place of Interview

The following candidates have been listed for the above – named post

Applicant Number	Name	Invite for interview	
		Informal	Formal

Selection methods to be used	Interview	Skills Exercises	Lecture	Presentation	Other
Please tick					

Other information to be given to candidate	Tour	Lunch	Duration of Process
Please tick			

Interview Panel

- | | |
|-----------------|----|
| 1.(Chair). | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

List prepared by.....

Signed by: Rector or nominee

Please indicate if any of the listed candidates are known to any members of the panel and if so, in what capacity.

.....

All interviews to be arranged through the Personnel Department. Departments/Faculties to arrange to receive candidates and to book interview rooms and refreshments if required.

Interview Schedule

Interview panels should meet at least 15 minutes before the interview to clarify questions, role and process.

Job Title	
Department/University	
Date of Interview	
Venue	

Members of Panel			
1		5	
2		6	
3		7	
4		8	

Candidate	Attending	Arrival Time Informal Interview	Formal Interview	Other Assessment	Psychometric Test

Interview Form - Academic Posts

Name of Candidate

Date of Interview

Before the Interview

1. Make sure that the qualifications and the work experience (both academic and industrial) of the candidate are appropriate for the post. Refer to the person specification.
2. Are her/his documents e.g. certificates/diplomas are authentic?
3. Is the reason for his/her wishing to leave present job known?
4. Has her/his background checked?
5. Has all the previous appointments including dates starting and leaving the posts checked carefully and reason for gaps (if any) acceptable? Any gap in employment history may be a sign of personal or professional disorders) which may require further investigation,
6. Choose an appropriate article published recently in an international magazine or a problem or a major issue for discussion with the candidate.

During the Interview

1. Make sure that the candidate's communication skills (English/Turkish) are acceptable.
2. Ask the candidate why s/he is leaving or left her/his present job. Compare his answers with previously obtained information (see above). (No matter how convincing it may be, the problems with the previous employer may show that the candidate might have had personal or professional problems which may require a further consideration)
3. Make sure that the candidate is aware of the latest developments in her/his field. Ask She/he questions to lead to discussions in her/his field. This is a major requirement to ensure that the candidate is aware of the new developments and if s/he has the necessary skills, knowledge and understating of how to present a case or an issue or problem.
4. Ask him how and why s/he is going to teach (indicative content, methods, and question indicative that s/he is aware of importance of signposting, questions and answer techniques, etc.) and intention of using seminars, practical sessions.
5. Ask her/him what the about assessment strategy and methods s/he intends to apply.
6. Is the candidate aware of the relationships between the related subjects hers/his?
7. What the candidates view about the content of the Manual? Has s/he read it?

Decision

Pass on to the presentation stage

A second interview is required.

Unsuccessful

Points to note:

(These are expected to be directly related to the person specification and job details and responses to the questions asked, the information here will be used to prepare a staff develop plan for the candidate if successful).

Specifically comments on:

- Problem definition an solution skills
- Making decisions ability
- Self-management
- Working with others
- Autonomous action.

Name of the interviewer:

Signature:

Date:

Presentation Evaluation - Academic Appointments

Name of Candidate:

Interview Date:

A short job description of the post

* Attach the comments of the previous interviews together with the curriculum vitae of the candidate and job details to this form.

Please put a tick in the appropriate column.

Candidate	Very Good +10	Good +5	Neutral 0	Bad -5	Very Bad -10	Total
1 S/he was on time and made a good start with the presentation and explained what s/he had planned to do/say. (Planning)						
2 S/he explained the learning objectives of this meeting. (Content)						
3 S/he gave simple to understand but appropriate and interesting examples related with the subject. (Method)						
4 S/he was in command of the subject.						
5 S/he had enough knowledge about the subject.						
6 S/he didn't show too much excitement.						
7 S/he wrote on the board or on the acetate with legible handwriting. (Presentation skill)						
8 He spoke (English/Turkish) fluently and clearly. (Presentation skill)						
9 He expressed the terminology and jargon in a simple way and clearly. (Presentation skill)						
10 He used learning aids (OHP, PC etc) effectively. (Presentation skill)						

	Very Good +10	Good +5	Neutral 0	Bad -5	Very Bad -10	Total
11 Her/his addressing style, eye contact etc. was good. (Presentation skill)						
12 S/he checked continuously to see if her/his presentation was understandable by the audience. (Presentation skill)						
13 S/he smiled and made short jokes especially toward the end of the presentation without digressing from the subject. (Presentation skill)						
14 S/he stayed at a place in the room where everybody could see and hear her/him. (Presentation skill)						
15 S/he presented the subject from an interesting point of view.						
16 S/he enabled us to ask questions. S/he listened to the questions carefully and with calm. (Question/Answer Skills)						
17 Answered the questions satisfactorily and with confidence. (Question/Answer Skills)						
18 S/he created a good atmosphere for the participation of the listeners. (Question/Answer Skills)						
19 The speed of her/his presentation was normal (neither too fast nor too slow). (Pace)						
20 S/he gave a short summary of the subject at the end of the presentation. (Method)						
21 S/he explained how to reach the learning objectives mentioned in the beginning of the presentation. (Method)						
22 S/he made a connection between the subject of the presentation and the Unit s/he intends to teach. (Planning)						
23 S/he completed the presentation on time.						

S/he used the time efficiently and told whatever he wanted to do/say. (Planning/Pace)						
Total						

Comments including the ones related to improving the presentation of the candidate, particularly on the following:

- Disposition
- Plan and organisation skills
- Presentation and communication skills
- Problem definition and solution skills
- Information analysis skills
- Self-management

.....

Recommendation Should be recruited should be recruited (with conditions)*

Other** Unsuccessful

* Condition

.....

** Other

.....

(For ex. another interview or second presentation)

Evaluated by: Signature: .Date:

Notes

- At least two experts should be present.
- The candidate must inform the related head of the unit about the subject of her/his presentation at least 2 days in advance of the presentation. The subject chosen must be in relation to the Unit s/he intends to teach if successful.

- NB: views on:
- Working with others
 - Research background
 - Making decisions
 - Autonomous actions

International Collaborations

The University has established several international collaboration arrangements and joint projects with several universities and professional organisations in Europe. The staff and academic units are encouraged to develop further links with universities and organisations abroad. The on-going efforts in establishing a teleconferencing facilities at the University is expected to make it easier to maintain existing links and develop new ones.

Collaborations with the outside world are particularly of interest in areas of joint programme and unit development, research and development activities as well as joint lecture initiatives.

Education-Business Partnerships

University is preparing students for the world of shipping and hence several of its organisational goals are devoted to this very important undertaking.

Of utmost importance is the validity of the programmes and Units offered by the University. The validity here is defined as knowing the requirements of the shipping industry and ensuring that the programmes and Units are in line with these requirements. The validity also requires the programmes and Unit to have currency and that is the content of the programmes and Unit are regularly reviewed and updated and latest books and learning materials are chosen for inclusion in the learning materials.

The University has seriously considered receiving accreditation for its programmes from well-known and reputable international professional institutions in order to realise its organisational goals.

It is acknowledged that the formation of a consultative committee for the University has been the precursor for preparing the programmes for continual development and maintenance of the accreditation.

University is also very active in research and many students have been involved with serious projects as part of their project and graduation thesis. Most of the work in this connection is carried out in collaboration with companies in turkey as well as abroad.

The University has established a centre for collaborative work with shipping industry and commerce. In addition, a range of short Units are being offered to the local community with a great deal of success.

The placement activity for students has been very successful and these activities has brought the University closer to its local community and has enabled many students benefit from these placements and gain valuable working experience. The shipping industry has also benefited immensely in having young and well educated personnel for employment on ships, large and small.

The links between the academics and students with their shipping counterparts have been very useful in review of programme/Unit contents and delivery.

Improving unit Content and Programme Organisation and Curriculum

Unit improvement

At the start of each semester the head of department based on the in-semester and end-of-semester reports by staff and the outcome of the in-semester student questionnaire analysis provides a report concerning as to how the content of a unit could be improved.

Changes to the Programme

The programme consultative committee reviews the programme curriculum and organisation early every September and the head of department produces a report on the recommended changes. These changes are presented to the Academic Board and amendments are noted.

The resources required for changes identified are presented to the University Management Board and if approved a requirement report is formulated by the University Board.

Annual Reports – University Council Meeting In July

Vice Chancellor

The Vice Chancellor's report is developed together with HOA&F's assistance and would comment on the following:

- Review of the year before and plans for the future
- Staff recruitment issues
- Student recruitment issues
- Timetables and staff responsibilities for the next year
- Statistical data
- Management and operational issues
- Curriculum and programme organisation
- Teaching and learning strategies and methods
- Student achievement and progression
- Students support and guidance
- Learning and information technology resources
- Quality enhancement activities
- Areas of good practice
- Areas for improvements

Programmes Leader/Head of Department

The head of department reports would be considered by the Programmes Leader and have the same heading as those for the Vice Chancellor but would only report on the programme aspects.

Both Vice Chancellor and the Programmes Leader produce an annual on the outcome of the staff's and student's annual questionnaires and staff development needs based on the outcome of the individual performance reports.

Student Assessment Process

Purpose

The main objective of the process is to enable a set of procedures to be developed to ensure that the assessment activities are reviewed for continuous improvement and are consistent throughout the University. For BTEC programmes an assessment schedule and sampling plan will be produced for each programme by the appropriate HoD. The Programmes Leader will be responsible for producing an Internal Verification Plan ensuring BTEC requirements are met in full. The Vice Chancellor will take personal responsibility as the Internal Verifier for the 2006-2007 academic year and coordination with the External Examiner/Verifier.

Scope

This process covers all forms of student assessment activity including examinations, tests, quizzes, laboratory work, other assignments as well as projects.

Implementation area

All academic units of University

Descriptions

Grading and marking system

The grading system should meet the needs of the subject matter and should have the following characteristics:

- From the point of view of students should be fair and comparable (within the same year or different years)
- From the point of view of academic staff should be easy to use, comparable and reliable.
- From the point of view of University administration should the system should in line with national requirements and be valid, reliable as well as comparable.
- From the point of view of potential employer of the graduates it should be reliable, valid and comparable.

The term validity means that the assessment has covered all principle objectives/outcomes.

The term comparable means that a standard is in place to provide comparability.

The term reliable means that the same method of grading/marketing has been applied throughout i.e. criterion referencing, or specific and well defined curving system.

Therefore the main requirement is to develop satisfactory assessment and grading criteria with specific standards and that can be applied throughout the University.

Marking and grading

For the BTEC Units the BTEC assessment system will be fully implemented. For IMO modules the IMO system, as has been the case, will be applied. For other\ the following grading/marketing system will be used.

<u>Grade</u>	<u>Equivalent Marks</u>
A+	4.00
A	3.75
B+	3.50
B	3.00
C+	2.50
C	2.00
D+	1.50
D	1.00
F	N/A
IA	N/A

It should be noted that the lecturers decide first who in their class has failed the unit; it is then that the above system is applied. All lecturers are asked to input the students' marks and then University Grading and marking system is used to automatically standardise the grades and allocate the marks. Such a system makes sure that no substandard performance is allowed to be graded and that all grades and marks are distributed according to a unified and uniform system.

For all common units thought by different lecturers, the co-ordinator who also lectures the same subject is responsible for working with the lecturers concerned and develops a common assessment. The mid-semester unit assessment and the final examination are expected to be the same for all students. The marking of students in different cohorts is reviewed by the co-ordinator to see if there are marked differences and if so to find out the reasons of why.

All students are required to pass the final examination.

Evaluation and assessment methods

The assessment should cover all unit outcomes and designed to ensure that students are given the assessment opportunities for all the identified outcomes and that they are given a pass grade only if they have satisfied the minimum requirement for each outcome.

The following assessment methods will be used in the University:

Written Examinations (Final examination minimum 40% of the total, mid-semester assessment)

Assignments, projects, team work, oral presentations in each Unit

Practical work.

The Responsible Persons

All examining academic staff members are expected to be present throughout their examination periods.

The task of invigilation is given to all academic staff of the University and the reset staff invigilation duties are not excessive and allocated fairly.

The security of examination papers is safeguarded. Hence use of photocopying machines is examined to ensure no traces are left after the necessary copies are obtained.

The personnel involved with such duties are well briefed about the method of keeping the examination papers confidential and the using computers to develop these papers could lead to security lapses if not careful.

No students should be tackled in the examination room if seen to be cheating. The cheating should be reported to the lecturer responsible for the examination and material confiscated with minimum fuss. If the lecturer concerned and one other is of the opinion that cheating has taken place the name of student is noted and appropriate disciplinary action is taken by the University.

Prior to the examination, an examination timetable with name of the lecturers and invigilators is prepared and forwarded to the General co-ordinator/Vice Chancellor for comments. The General co-ordinator/Vice Chancellor's comments are expected to be implemented. A meeting should also be arranged to ensure all staff are familiar with examination rules and regulations and that they know how to use their computer and enter grades and marks. Any feedback at the meeting from any member of staff should be seriously considered.

Assessment Schedule

The Programmes Leader is expected to produce an end-of-semester examination timetable for all programmes. He/she is also required to prepare a calendar for internal verification and take responsibility for external verification in collaboration with the Vice Chancellor.

Implementation

Preparing Exams;

- A schedule of assessment for each programme for the whole academic year will be prepared by the Head of Departments under the auspices of the Programmes Leader early each September and be announced one week of each semester as the “week of examinations”. The schedule should clearly identify what, how and when assessments are taking place.
- Two weeks before the examination week, PL calls HoDs to form an examination board (EB).
- The HoDs then call the lecturers of the units to set the same questions for all students. The lecturers also prepare the answer-key for the questions. This is done for all examinations to be carried out throughout the “examination week”
- The EB gives SAO the questions and a list showing exact number and names of the student taking examination in each classroom in every examination day.
- The EB safeguards all the answers of the questions.
- Student Affairs Office (SAO) put the questions in booklet form, print adequate number of booklets for the students for each examination separately.
- SAO also prepare script papers/optical answering sheets (if applicable) for every examination.
- SAO prepares envelopes for each classroom and puts adequate number question booklets and optical sheets (if applicable) into each envelope and secures them until the examination day.
- EB arranges the appropriate number and names of the invigilators for each classroom by taking the number of the classrooms to be used for the exams into consideration.
- EB releases notes to invite and inform invigilators about their examination room for each examination day.

Giving Exams;

- Prior to the examination, EB gives a briefing and a note to all lecturers and invigilators and explains the procedure and timing of the examination
- SAO to distribute the envelopes to the invigilators 30 minutes prior to the examination. The invigilators are not to open envelopes before they enter the examination rooms.

- The students are called into the examination room 15 minutes before the examination.
- The registration number of students is shown on the table so that “A”s and “B” s are only next to each other.
- The students are not allowed to take their bags, clothing, etc. with them. These are kept at a suitable place.
- Except when necessary, students are allowed only pens and a ruler.
- The invigilators explain the procedure, the importance of the marking and the duration of the examination to the students.
- The invigilators with the support of others should distribute the question papers and allow a certain amount of time for students to check the number of pages, titles, and questions. If there are any printing mistakes in the questions or instructions these should be clarified by the lecturer in the first 15 minutes. The students can ask questions from their lecturer in the first 15 minutes. They are not allowed to ask questions after this period.
- The senior invigilator should announce to the students that they can open their answer booklets and start answering at the determined time.
- The senior invigilators should introduce the content of the examination and any importance notice.
- The students cannot leave the examination room in the first half hour.
- No one is allowed to enter the examination to take the examination after the first 30 minutes.
- Not less than 2 students can remain in the examination room. The last 2 students remain until the last student’s examination is over.
- There may not be less than 2 invigilators (including the lecturer) for each exam.
- The invigilators should be vigilant with at all times and not be occupied with any other duty except invigilation.
- The invigilators collect the student scripts together with the examination papers.
- The invigilators before leaving the examination room should note the names of students who did not take the examination or who had created suspicions, cheating, etc. and will complete the observation form at the end of the examination reporting on any irregularities.
- Any observation also noted should be recorded and signed on the form and put all papers into another envelope and seal it before the very eyes of the last two students

- The invigilators then deliver the envelopes to the SAO. SAO will open and count the papers and officially receive them.

After the Examination

- If optical reading is applicable, the answer-keys and optical answer sheets go through the optical-reader machine by SAO. If not, SAO returns the examination papers to the lecturer for marking.
- The scripts are graded by the lecturers according to the rules indicated earlier grades and marks are entered on the computer.
- A lecturer of any Unit will prepare an evaluation and assessment package. This package should include the following:
 - End of semester report
 - End of semester general information form
 - All the assessment documents including the examination papers and assignment/project briefs, etc., with students' assessed work
 - Grading/marking tables including the attendance register

Invigilator's role before the start of examination

- S/he should check the number of seats and tables in the room. These should be located in such a way so that cheating would be avoided.
- Letter should ensure that the room is ventilated and no noise comes from surrounding areas, and that a hall clock has been placed so that everybody can see it.
- If the room is not suitable, student affairs office should be informed and other arrangements be made.

Invigilators' act during the examination

- Invigilator should not deal with anything other invigilation duty.
- One of the invigilator should write the names and numbers of students who have taken the examination on the invigilator list or record them. The absent candidate should be recorded.
- In case the candidate does not have a valid identification card the way of finding his identify should be sought. Lecturer/invigilator should record this matter on her/his list. The candidate should be allowed to take her/his examination. The ones not on the list should be added and recorded.
- None of the candidates are given permission to go out during the first 30 minutes except for ill health or exceptional cases.

- Invigilator/Lecturer can use her/his initiative to let a late student take the examination provided that nobody has gone out until that moment but not later than 30 minutes from the beginning of the examination. He should record the name and the time of the student's arrival on the examination paper. No additional time is given to the late-coming student.

Invigilator Announcement

The following announcement should be read by the invigilator before each examination:

Name of examination

Duration of examination

- Silence should prevail all through the exam. It is not allowed to smoke, eat or drink unless for medical purposes and with prior arrangements.
- All bags should be placed in the front of the examination room or at allocated place inside.
- In case of alleged cheating, student concerned is asked to fully co-operate with the Invigilators to establish the nature of the abnormality.
- Only pens and a ruler are allowed as well as any other items allowed by the lecturer. Any other items should be handed to a member of staff now.
- I will inform you about time at certain intervals.
- If you want to leave the room you need to raise your hand.
- Nobody can leave the examination room within the first half an hour.
- Nobody can leave the room in the last 15 minutes.
- Student identification cards should be displayed on the tables at all time.

Preparation of:

- **Unit Outlines – See Sample Outlines in the Library**
- **Unit Learning Package – See Sample Packages in the Library**
- **Student/Programme Handbook – See HND Handbooks**

The content of this Manual and examples referenced above is expected to be studied carefully by each and every academic staff.

It is expected that the each member of teaching staff prepare a Unit Outline and the corresponding Unit Learning Package for each Unit s/he is expected to teach with support from the Learning Resource Manager. These documents are expected to be submitted to the head of their department at least two weeks before commencement of teaching for distribution to students at the start of each semester.

During the induction for new staff the content of the attached documents should be presented and all staff should be familiar with the requirements. At the beginning of the induction programme, at the start of each semester, Vice Chancellor is expected to present the Quality Manual for the University, the Heads of Departments the Student/Programme Handbook. Then each member of staff should be given the opportunity to present their Unit outlines and Learning packages in brief.

A schedule of assessment opportunities should be prepared before hand by the head of department so that these events do not clash or concentrated at a given period, creating problem for the department and the students. The Unit outlines are prepared making sure that there are not unacceptable clash of mid-semester examinations and a more co-ordinated programme of assessment is developed. The Programmes Leader will prepare the overall assessment schedule for the University.

It should be noted that the referenced documents are selected from existing documents considered good practice but they may not satisfy all the requirements. Further improvements are planned and their developments are on going.

End-of -Semester Student Questionnaire

Instructor and Course Evaluation

Course:

Instructor:

Semester:

The careful and objective evaluation of the instructor and the course by students is of great value to the instructor and the University. Therefore, please use your best judgement in scoring each item by encircling the appropriate figure. Omit if not applicable.

The Instructor:

Poor Fair Good Very Good Excellent

1. Is an interesting and stimulating lecture
2. Presents the topics in a logically organized sequence
3. Uses teaching aids when necessary
4. Writes legibly
5. Speaks clearly and understandably
6. Comes to class prepared
7. Has an excellent command of the course material
8. Explains difficult concepts well
9. Has patience with students and is accessible outside the classroom
10. **Rate the overall performance of the instructor**
11. Would like to take another course from the same instructor?

The Course:

Poor Fair Good Very Good Excellent

12. I learned the subject matter
13. It was necessary to work harder compared to Other courses
14. The exams adequately tested my knowledge
15. The exams/projects were graded fairly
16. Homework/projects were beneficial
17. The textbook was helpful
18. The laboratory works was useful
19. Would you recommend this course to your friends?

20. **Any other comments?**

Appendix 1

Annual Questionnaire for Staff and Students

In addition to the in-semester student questionnaire there are two other questionnaires for annual evaluation, one for staff and one for students.

The in-semester questionnaire, as seen, has been designed so that direct feedback is obtained from students late in each semester and that problems identified and resolved before the commencement of the next semester.

The annual questionnaires have been designed as vehicles for assessing students and staff satisfaction with their work in details. These questionnaires have been developed based on several sources such as “Index of Motivation Factors” by Herzberg (1974), “Cooperation in Field of Research in Education” by Ziarati (1999) and “Development of Job Performance Trait” by Philippi et al (1994). The content of the latter papers have been used and extensively modified by the findings of Gözaçan and Ziarati (2002), “Developing a Quality System for Higher and Further Education Sector in Turkey” for developing the annual questionnaires for staff and students.

There are also two evaluation forms. One is reserved for departmental managers to evaluate teaching staff; another one is reserved for senior University managers to evaluate the departmental managers. Each member of staff will be evaluated two times, first by a self-evaluation anonyms and second time by his/her supervisor. The University’s quality assurance personnel would be evaluated by the Vice Chancellor.

The questionnaires will be piloted in the first year and then amended accordingly before they are introduced on an official basis.

This Quality Manual will be introduced to all staff and students and various terms defined and explained in a training programme before the questionnaires are formally adopted for application. All staff will also be invited to the BTEC 2-day development and training seminar. The term external examiner (EE) also incorporates the BTEC verifier visiting the University once/twice a year to review the quality of the BTEC provision. There may be a need to introduce an NVQ (National Vocational Qualification) at level 4 to cover the training requirements of the students. This will require a visit by an NVQ verifier to visit the University once/twice a year.

1. Questionnaire for Teaching Staff, Department/University Managers Quality Assurance Personnel

Boxes 1 to 3 are reserved for researcher.

1-2-3 Questionnaire Number (001) - (100)

Please answer the following questions and put the code concerning your answer in the appropriate answer box.

4-5-6-7-8-9 Date day (01)-(31), Month (01)-(12), Year (06) (07)

I. GENERAL INFORMATION

10. Position in the University

(1) Teaching Staff (2) Departmental manager (3) University quality assurance personnel
 (4) 1 & 2 (5) 1 & 3 (6) 2 & 3 (7) All three position

11a. How many years of teaching experiences do you have?

(1) 5 years or less (2) 6-10 years (3) 11-15 years (4) 16 years or more.

11b. How many years of managerial experience do you have?

(1) 5 years or less (2) 6-10 years (3) 11-15 years (4) 16 years or more.

II. QUALITY IN EDUCATION

12. What in your view is “Quality in Education”?

13. How it can be assured?

14. Do you know any model for quality assurance? (0) No (1) Yes

15. If yes, which one?

Reserved for researcher. If UK model is mentioned ask questions no. 16 - 49, if not ask question no.50.

16. What are your views on the Quality Assurance model in the UK?

.....
 Please indicate the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree.

17. UK model has been well researched.
 (1) (2) (3) (4) (5)
 Comments (why?)

18. It is a sort of complicated quality assessment mechanisms.
 (1) (2) (3) (4) (5)
 Comments (why?)

19. Teaching Quality Assessment (TQA) puts pressure on the staff and development.
 (1) (2) (3) (4) (5)
 Comments (why?)

20. Class observations help to improve teaching.
 (1) (2) (3) (4) (5)
 Comments (why?)

21. Class observations are disliked by staff.
 (1) (2) (3) (4) (5)
 Comments (why?)

22. TQA highlights and identifies what good teaching is.
 (1) (2) (3) (4) (5)
 Comments (why?)
23. TQA gives feedback on class observation to the staff and to the departments.
 (1) (2) (3) (4) (5)
 Comments (why?)
24. TQA gives importance to students' participations.
 (1) (2) (3) (4) (5)
 Comments (why?)
25. TQA emphasizes on planned and structured lectures.
 (1) (2) (3) (4) (5)
 Comments (why?)
26. Research Assessment Exercise (RAE) is useful.
 (1) (2) (3) (4) (5)
 Comments (why?)
27. RAE puts too much emphasise on highly technical papers.
 (1) (2) (3) (4) (5)
 Comments (why?)
28. RAE rewards only basic and strategic research.
 (1) (2) (3) (4) (5)
 Comments (why?)
29. RAE does not measure applied research work (including consultancy work).
 (1) (2) (3) (4) (5)
 Comments (why?)
30. Quality Audit (QA) is not known by too many people.
 (1) (2) (3) (4) (5)
 Comments (why?)
31. QA is institutional; I do not see its relevance to research and teaching.
 (1) (2) (3) (4) (5)
 Comments (why?)
32. QA is concerned with practice of quality assurance and implementation of procedures.
 (1) (2) (3) (4) (5)
 Comments (why?)
33. External Examination (EE) is a good means of improving teaching practice.
 (1) (2) (3) (4) (5)
 Comments (why?)
34. EE safeguards standards.
 (1) (2) (3) (4) (5)
 Comments (why?)
35. Accreditation by Professional Institutions is an excellent means of incorporating industrial and commercial requirements into academic programmes.
 (1) (2) (3) (4) (5)
 Comments (why?)
36. Accreditation gives feedback to University to update their programmes and satisfy industrial/commercial requirements.
 (1) (2) (3) (4) (5)
 Comments (why?)
- Do any of the above have an impact on the quality?

37. of your teaching? (0) No (1) I do not know (2) Yes

Comments (if no why not/ if Yes, how?)

38. of your research? (0) No (1) I do not know (2) Yes

Comments (if no why not/ if Yes, how?)

Please indicate the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree.

39. TQA was beneficial because it encouraged me to plan and organize structured lectures.

(1) (2) (3) (4) (5)

Comments (why?)

40. Each University has its own system. TQA presents a standard system; it should be imposed by a higher body.

(1) (2) (3) (4) (5)

Comments (why?)

41. RAE is a useful system.

(1) (2) (3) (4) (5)

Comments (why?)

42. RAE does not really reward applied research and consultancies adequately work which should be important to University.

(1) (2) (3) (4) (5)

Comments (why?)

43. QA only measures paper work, evaluate quality of bureaucracy.

(1) (2) (3) (4) (5)

Comments (why?)

44. EE is a good means of comparing one's standards with national ones.

(1) (2) (3) (4) (5)

Comments (why?)

45. EE has promoted good practice and helped me to identify areas of concern.

(1) (2) (3) (4) (5)

Comments (why?)

46. Accreditation focuses on the departments' and staff's minds as to how programmes could be improved to make them relevant to the needs of industry and commerce.

(1) (2) (3) (4) (5)

Comments (why?)

47. The external examination and accreditation should become a single process.

(1) (2) (3) (4) (5)

Comments (why?)

48. What factors, in your view, are important in improving "teaching quality" and is your University supportive/aware of these?

.....

49. What factors, in your view, are important in improving "research quality" and is your University supportive/aware of these?

.....

This part is reserved for researcher

To develop a methodology to measure the level of satisfaction with the University, first it is necessary to establish the perception of interviewees on two issues related to opportunity to improve the “teaching and research quality “. Put a number 1 to 6 (see following scale of measurement) in the boxes 50 and 51.

Scale of “Satisfaction”

Dissatisfied

- 1. Important, this University will not help obtain
- 2. Fairly important, this University will not help obtain
- 3. Important, this University will help obtain to some extent
- 4. Fairly important, this University will help obtain to some extent
- 5. Fairly important, this University will help obtain to a great extent
- 6. Important, this University will help obtain to great extent

Very satisfied

Please indicate the extent to which you agree with the following statements.

- (1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree.

50. Team teaching is important.
 (1) (2) (3) (4) (5)
 Comments (why?)

51a. Mentoring at early stages when young people enter academic life “to teach” should be encouraged.
 (1) (2) (3) (4) (5)
 Comments (why?)

51b. Mentoring at early stages when young people enter academic life “to write research paper” should be encouraged.
 (1) (2) (3) (4) (5)
 Comments (why?)

52. Financial support in attending conferences and seminars is found beneficial to improve research.
 (1) (2) (3) (4) (5)
 Comments (why?)

53. Staff development is important to improve the teaching quality and research.
 (1) (2) (3) (4) (5)
 Comments (why?)

54. Supporting staff in writing technical papers is important.
 (1) (2) (3) (4) (5)
 Comments (why?)

55. Are you given opportunity to improve your teaching? (0) No (1) Not enough (2) Yes
 Comments (If Yes, how? If no or not enough, what you need?)

56. Are you given opportunity to improve your research? (0) No (1) Not enough (2) Yes
 Comments (If Yes, how? If no or not enough, what you need?)

Please indicate the extent to which you agree with the following statements.

- (1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree.

57. Support in teacher training is necessary for me in order to become aware of aspects of good teaching.
 (1) (2) (3) (4) (5)
 Comments (why?)

58. There is not enough time allocated to research for me.

(1) (2) (3) (4) (5)
 Comments (why?)

59. Some of the referees pick ideas from papers sent for publication and use it in their own publication.
 (1) (2) (3) (4) (5)
 Comments (why?)

60. If you were given an opportunity to initiate changes to improve “teaching quality” or “research”, what will these be and how would you implement them? Please answer for each of the following items

A) To improve teaching

- 60a. Within your country
- 60b. Within your University
- 60c. Within your Department
- 60d. Within your specialisation

B) To improve research

- 60e. Within your country
- 60f. Within your University
- 60g. Within your Department
- 60h. Within your specialisation

Please indicate the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree.

61. To improve teaching within my country needs recognition for good teaching /benchmarking?
 (1) (2) (3) (4) (5)
 Comments (why?)

62. To improve teaching within my University needs evaluation of teaching and appropriate rewards.
 (1) (2) (3) (4) (5)
 Comments (why?)

63. To improve teaching within my Department needs giving time for developing lesson plans and teaching packages.
 (1) (2) (3) (4) (5)
 Comments (why?)

64. To improve research within my country needs supporting and encouraging meaningfully staff doing research and particularly younger staff.
 (1) (2) (3) (4) (5)
 Comments (why?)

65. To improve research within my University needs financial support without waiting for outside support.
 (1) (2) (3) (4) (5)
 Comments (why?)

66. To improve research within my Department needs giving specific time for research.
 (1) (2) (3) (4) (5)
 Comments (why?)

67. Research should be given equal importance to teaching.
 (1) (2) (3) (4) (5)
 Comments (why?)

III. Satisfaction with Work Environment

68. Have you considered staying in this University for some period of time?
 (0) No (1) I do not know (2) Yes
69. If yes, for how long
 (1) Less than one year (2) 1 to 3 years (3) 3 to 5 years (4) 5 years or more
70. If less than 5 years or none of the above under what conditions would you consider staying longer?
 Comments

This part is reserved for researcher.

71. The scale can be developed from highly mobile to less mobile as follows. Put the number corresponding to interviewee's answers in box.

Negative

- (0) No answer
- (1) Would not stay in University 6 months under any condition
- (2) Consider staying less than but would stay under certain conditions.
- (3) Considers staying for less than 1 year and would not stay under any condition.
- (4) Considers staying for less than 1 year but would stay longer under certain conditions.
- (5) Considers staying 1 to 3 years and would not stay longer under any condition.
- (6) Considers staying 1 to 3 years but would stay longer under certain conditions.
- (7) Considers staying from 3 years to 5 years and would not stay any longer under any condition.
- (8) Considers staying from 3 years to 5 years but would stay longer under certain conditions.
- (9) Considers staying 5 years or more

Positive

To develop a methodology to measure the level of satisfaction with the work environment, first it is necessary to establish the perception of interviewees on a number of items related to motivation factors.

Scale of "Satisfaction"

Dissatisfied

- 1. Important, this University will not help obtain
- 2. Fairly important, this University will not help obtain
- 3. Important, this University will help obtain to some extent
- 4. Fairly important, this University will help obtain to some extent
- 5. Not important
- 6. Fairly important, this University will help obtain to a great extent
- 7. Important, this University will help obtain to great extent

Very satisfied

An interviewee can now consider each item listed under the index of motivation factors and insert a number between **1 and 7** inclusive in the boxes provided on the left-hand side by deciding which scale of satisfaction applies. Therefore if "Interpersonal Relation" is **important** to the employee and "this organisation will not help to obtain" this, then **1** should be inserted in the box number 1. On the other hand, if "this organisation will help to a great extent to obtain" this, then **7** is inserted in box number 72.

Please select one of the above codes (**1 to 7**) corresponding to your degree of satisfaction (see Scale of satisfaction above) with each following factors and put the corresponding code in answer box.

Index of motivation factors

Answer box

Items

- | | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | 72. | Interpersonal Relations |
| <input type="checkbox"/> | 73. | Competent Supervision, Knowledge of Work |
| <input type="checkbox"/> | 74. | Organisational System, Good Organisation and Management |
| <input type="checkbox"/> | 75. | Physical Conditions of Work, Comfort, etc |
| <input type="checkbox"/> | 76. | Transportation Arrangements /Accommodation when Travelling |
| <input type="checkbox"/> | 77. | Rest Periods and Lunch Facilities |
| <input type="checkbox"/> | 78. | Factors Affecting Personal Life, (Place of Living, Working Hours, Vacation, etc |
| <input type="checkbox"/> | 79. | Fringe Benefits, Pension, Medical Insurance, etc. |
| <input type="checkbox"/> | 80. | Pay Unit of Money Received from the Organisation |
| <input type="checkbox"/> | 81. | Possibility of Growth Opportunity to Develop Skills, Acquire New Skills, etc. |
| <input type="checkbox"/> | 82. | Advancement/Improvement in Status or Position in Organisation |
| <input type="checkbox"/> | 83. | Appraisal System (Objective Method for Evaluating Quality and Quantity of Work Performed) |
| <input type="checkbox"/> | 84. | Salary Structure, i.e. Appropriate Salary for Various Positions at Different Levels |

85. Put the number corresponding to interviewee's Total Score of Satisfaction

(0 for no answer 1 to 7 for satisfaction degree = 0 to 91).

I WOULD LIKE TO THANK YOU FOR YOUR CONTRIBUTION

This Part is for self evaluation.

Please assess the following traits in reference to the position held you.
How important is each trait to successful job performance?

Scale of "Performance"**Poor**

1. Important, I am not effective
2. Fairly important, I am not effective
3. Important, I am effective to some extent
4. Fairly important, I am effective to some extent.
5. Not important
6. Fairly important, I am effective to a great extent.
7. Important, I am effective to great extent.

Excellent

Compared to others, please rate your performance. Put 1 to 7 in each answer box.

Index of performance factors

Answer box **Items**

- 86. Teaching effectively
 - 87. Doing research effectively
 - 88. Managing effectively
 - 89. Planning projects
 - 90. Speaking effectively
 - 91. writing effectively
 - 92. Reading effectively
 - 93. Listening effectively
 - 94. Defining effectively
 - 95. Solving problems
 - 96. Understanding written information
 - 97. Processing and interpreting numerical data
 - 98. Working with computer
 - 99. Working with Internet
 - 100. Applying job-related technical skills
 - 101. Thinking creatively
 - 102. Working cooperatively
 - 103. Leading others
 - 104. Adjusting to new job (teaching/research/management) demands
 - 105. Being dependable and on-time
 - 106. Working with minimal supervision
 - 107. Handling several tasks at once
 - 108. Making decisions under pressure
 - 109. Working with people from diverse backgrounds.
110. Put the number corresponding to your Total Score of Performance
(0 for no answer 1 to 7 for performance degree = 0 to 168)

This Part is reserved for departmental managers and University quality assurance personnel.

111. What management system is the norm in private Turkish institution of higher education?
 (1) Non hierarchical (2) Hierarchical (3) I don't know (4) other (specify)...

Comments

112. What quality management approach (es) do you think can be adopted by Turkey?

113. Do you think the UK model can be adopted / adapted in another country such as Turkey?
 (1) I don't know (2) It is very difficult (3) Possible (4) yes

Comments (Why?)

Please indicate the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree.

114. A flat management approach (non hierarchical) will receive very little acceptance in a culture where hierarchical systems are the norm.

(1) (2) (3) (4) (5)
 Comments (why?)

115. The UK model can be transferred to Turkey with little change.

(1) (2) (3) (4) (5)
 Comments (why?)

116. The UK model cannot be transferred to Turkey, because the cultural differences are substantial.

(1) (2) (3) (4) (5)
 Comments (why?)

117. There is far more hierarchical model of management in Turkey than UK.

(1) (2) (3) (4) (5)
 Comments (why?)

118. There is no reason that the UK system cannot be transferred to Turkey if the cultural differences are carefully taken into consideration.

(1) (2) (3) (4) (5)
 Comments (why?)

119. How do your University maintain quality?

.....

Please select 1 to 7 of scale of quality and put in each answer box 120 to 130.

Scale of "quality"

Negative

1. Important, this University will not help obtain
2. Fairly important, this University will not help obtain
3. Important, this University will help obtain to some extent
4. Fairly important, this University will help obtain to some extent
5. Not important
6. Fairly important, this University will help obtain to a great extent
7. Important, this University will help obtain to great extent

Positive

Index of quality factors

Answer box **Items**

- 120. Staff participation
- 121. Staff evaluation
- 122. Student evaluation of their experiences
- 123. Appropriate evaluation by graduates' future employers (industry/commerce, etc.)
- 124. Communication – quality handbook, etc.
- 125. Published policies on assessment, quality assurance, etc.
- 126. Regular (about once every five years) independent scrutiny of all existing Units
- 127. All new Units are subjected to independent scrutiny
- 128. Measurement (operational targets, staff performance and student performance)
- 129. Staff appraisal – staff development
- 130. Research /scholarly activity linked to teaching activities

- 131. Put the number corresponding to staff's Total Score of Performance 0 to 77.
 (0 for no answer 1 to 7 for performance degree = 0 to 77)

I WOULD LIKE TO THANK YOU FOR YOUR CONTRIBUTION

Teaching staff Evaluation Form

This part is reserved for Departmental manager

Your Name

1 & 2. Your Department in the University

3.4.5. Number of Evaluation Form 001- 100

7.8.9.10.11.12. Date of Evaluation

Name and first name of Teaching Staff

Departmental manager, please assess the following traits in reference to the position held by above teaching staff.

How important is each trait to successful job performance?

Scale of "Performance"

Poor

1. Important, this teaching staff is not effective
2. Fairly important, this teaching staff is not effective
3. Important, this teaching staff is effective to some extent
4. Fairly important, this teaching staff is effective to some extent
5. Not important
6. Fairly important, this teaching staff is effective to a great extent
7. Important, this teaching staff is effective to great extent

Excellent

Compared to others, please rate this employee's performance. Put 1 to 7 in each answer box.

Index of performance factors

Answer box Items

- 13. Teaching effectively
- 14. Doing research effectively
- 15. Managing effectively
- 16. Planning projects
- 17. Speaking effectively
- 18. writing effectively
- 19. Reading effectively
- 20. Listening effectively
- 21. Defining effectively
- 22. Solving problems
- 23. Understanding written information
- 24. Processing and interpreting numerical data
- 25. Working with computer
- 26. Working with Internet
- 27. Applying job-related technical skills
- 28. Thinking creatively
- 29. Working cooperatively
- 30. Leading others
- 31. Adjusting to new job (teaching/research/management) demands
- 32. Being dependable and on-time

- 33. Working with minimal supervision
- 34. Handling several tasks at once
- 35. Making decisions under pressure
- 36. Working with people from diverse backgrounds.
- 37. Put the number corresponding to teaching staff's Total Score of Performance
(**0** for no answer **1** to **7** for performance degree = **0** to **168**)

Department/University/Department Head’s Evaluation Form
This part is reserved for senior University managers

Your Name ...

1 & 2. Your position in the University

3.4.5. Number of Evaluation Form

7.8.9.10.11.12. Date of Evaluation

Name and first name of Department/University/Department head

Senior University managers, please assess the following traits in reference to the position held by above department/University/Department head’s.

How important is each trait to successful job performance?

Scale of “Performance”

Poor

1. Important, this department/University/Department head is not effective
2. Fairly important, this department manger is not effective
3. Important, this department manger is effective to some extent
4. Fairly important, this department manger is effective to some extent
5. Not important
6. Fairly important, this department manger is effective to a great extent
7. Important, this department manger is effective to great extent

Excellent

Compared to others, please rate this employee’s performance. Put 1 to 7 in each answer box.

Index of performance factors

- | Answer box | <u>Items</u> |
|--------------------------|---|
| <input type="checkbox"/> | 13. Teaching effectively |
| <input type="checkbox"/> | 37. Doing research effectively |
| <input type="checkbox"/> | 38. Managing effectively |
| <input type="checkbox"/> | 39. Planning projects |
| <input type="checkbox"/> | 40. Speaking effectively |
| <input type="checkbox"/> | 41. writing effectively |
| <input type="checkbox"/> | 42. Reading effectively |
| <input type="checkbox"/> | 43. Listening effectively |
| <input type="checkbox"/> | 44. Defining effectively |
| <input type="checkbox"/> | 45. Solving problems |
| <input type="checkbox"/> | 46. Understanding written information |
| <input type="checkbox"/> | 47. Processing and interpreting numerical data |
| <input type="checkbox"/> | 48. Working with computer |
| <input type="checkbox"/> | 49. Working with Internet |
| <input type="checkbox"/> | 50. Applying job-related technical skills |
| <input type="checkbox"/> | 51. Thinking creatively |
| <input type="checkbox"/> | 52. Working cooperatively |
| <input type="checkbox"/> | 53. Leading others |
| <input type="checkbox"/> | 54. Adjusting to new job (teaching/research/management) demands |
| <input type="checkbox"/> | 55. Being dependable and on-time |
| <input type="checkbox"/> | 56. Working with minimal supervision |
| <input type="checkbox"/> | 57. Handing several tasks at once |
| <input type="checkbox"/> | 58. Making decisions under pressure |
| <input type="checkbox"/> | 59. Working with people from diverse backgrounds. |

37. Put the number corresponding to staff’s Total Score of Performance
 (0 for no answer 1 to 7 for performance degree = 0 to 168)

2. Questionnaire for Student

1-2-3 Questionnaire Number (001) - (100)

4-5-6-7-8-9 Date day (01) - (31), Month (01)-(12), Year (02) (03)

Please select the code number corresponding to your answer (1) (2) ... and put it in answer box or underline the answer number.

GENERAL INFORMATION

10. Please put the number corresponding to your gender in the answer box
(1) Female (2) Male
11. How old are you?
(1) 20 or less (2) 21-24 (3) 25-29 (4) 30 or more

Note 12a. is reserved for Dogus Students. The Brookes students are required to answer to 12b.

- 12 b. Do you have a "Career – Services Facilities /staff" in your University as a resource in student search for full- or part-time job?
(1) Yes (2) No
13. Please state if you
(1) Have a full-time job (2) Have a part-time job (3) Not working
14. In your opinion, what must be the characteristics of an ideal University?
15. Why did you select this University?
(1) It has the discipline corresponding to my choice of subject.
(2) It will prepare me well for a successful career.
(3) It will prepare me well for my future study in European/American Universities.
(4) Other (specify)...

Please indicate the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree.

16. I was satisfied with the arrangement for my registration in this University.
(1) (2) (3) (4) (5)
Comments (why?)

PROGRAMME

17. The Units I have taken match the requirements of my future employment.
(1) (2) (3) (4) (5)
Comments
18. The Units in my programme prepare for further education (i.e. graduate or doctorate programme).
(1) (2) (3) (4) (5)
Comments
19. I was able to take enough optional Units.
(1) (2) (3) (4) (5)
Comments
20. Too much theory and not enough about real life applications were taught.
(1) (2) (3) (4) (5)

Comments

21. Student centred activities (Project” work) is most useful for learning.
 (1) (2) (3) (4) (5)

Comments

22. My classes were too large.
 (1) (2) (3) (4) (5)

Comments

23. The Units in my programme encourage the usage of recent technology.
 (1) (2) (3) (4) (5)

Comments

24. I was challenged by my Unit work.
 (1) (2) (3) (4) (5)

Comments

25. There were not enough group projects in my classes.
 (1) (2) (3) (4) (5)

Comments

26. Overall, the textbooks and the materials used were up-to-date.
 (1) (2) (3) (4) (5)

Comments

27. There were enough company visits as a supplement to the Unit.
 (1) (2) (3) (4) (5)

Comments

28. The Units I have taken positively contributed to my creative thinking.
 (1) (2) (3) (4) (5)

Comments

29. I am satisfied with the information received on assessment criteria.
 (1) (2) (3) (4) (5)

Comments

DEPARTMENT / INSTITUTE Please indicates the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Dis. (4) Disagree (5) Strongly Disagree

30. My lecturers are concerned about my future success.
 (1) (2) (3) (4) (5)

Comments

31. My lecturers encourage me to perform research activities.
 (1) (2) (3) (4) (5)

Comments

32. Overall, my lecturers answered to my questions whenever I needed to see them outside the class.
 (1) (2) (3) (4) (5)

Comments

33. My lecturers were successful in delivery of the Unit material.
 (1) (2) (3) (4) (5)

Comments

34. My comments on the lecturer evaluation forms are taken seriously¹.
 Comments (1) (2) (3) (4) (5)
35. Overall, my lecturers provided adequate office hours during the tutorials.
 Comments (1) (2) (3) (4) (5)
36. My lecturers are at the cutting edge of knowledge in their fields.
 Comments (1) (2) (3) (4) (5)
37. My lecturers encouraged students to raise relevant questions during lecture.
 Comments (1) (2) (3) (4) (5)
38. My lecturers tested memorisation skills on assessment process more than my ability to apply concepts.
 Comments (1) (2) (3) (4) (5)
39. My lecturers are leading people who have contribution to the field of their study and/ or in the industry/foreign universities.
 Comments (1) (2) (3) (4) (5)
40. Overall, the lecturers interacted well with the students.
 Comments (1) (2) (3) (4) (5)
41. My lecturers showed creativity in their teaching methods.
 Comments (1) (2) (3) (4) (5)
42. My lecturers have willingness to expand their knowledge in their fields.
 Comments (1) (2) (3) (4) (5)
43. Overall, the lecturers in my University are helpful in career counselling.
 Comments (1) (2) (3) (4) (5)

INSTITUTE- RESOURCES

1- Library

44. Have you ever used the Library?
 (1) Yes (2) No
45. If no, why not?
- If you answered yes to the question 44, please complete the remainder of the questions regarding Library. If you answered no, please proceed to the following section - Laboratories.
46. How often have you used the Library?
 (1) Rarely (less than once a month) (2) Occasionally (more than once a month and less than once a week) (3) Often (at least once a week)

Please indicate the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Disagree (4) Disagree (5) Strongly Disagree

¹ My comments on the lecturer evaluation forms have been studied by the Programme Manager and have been discussed in a meeting with lecturer.

47. Recent books are available in the library.
 (1) (2) (3) (4) (5)
 Comments

48. The library staff is helpful.
 (1) (2) (3) (4) (5)
 Comments

49. The library has inadequate study space.
 (1) (2) (3) (4) (5)
 Comments

50. The climate of the library is not appropriate for studying.
 (1) (2) (3) (4) (5)
 Comments

51. Working hours of the library are arranged to satisfy student needs.
 (1) (2) (3) (4) (5)
 Comments

52. The borrowing procedure is computerised in order to respond to student needs.
 (1) (2) (3) (4) (5)
 Comments

53. The number of people working in the library is adequate for helping students.
 (1) (2) (3) (4) (5)
 Comments

54. There is not an enough number of copying machines in the library.
 (1) (2) (3) (4) (5)
 Comments

55. The borrowing period is long enough.
 (1) (2) (3) (4) (5)
 Comments

56. Latest journals and periodicals are available in the library for my area of study.
 (1) (2) (3) (4) (5)
 Comments

2- Laboratories

57. Have you ever used the Laboratories?
 (1) Yes (2) No

58. If no, why not?

If you answered yes to the question above, please complete the remainder of the questions regarding Laboratories. If you answered no, please proceed to the following section - Computer Facilities / Staff.

59. How often have you used the Laboratories?
 (1) Rarely (less than once a month) (2) Occasionally (more than once a month and less than once a week)
 (3) Often (at least once a week)

Please indicate the extent to which you agree with the following statements.

(1) Strongly Agree (2) Agree (3) Neither Agree / Dis. (4) Disagree (5) Strongly Disagree

60. Overall, the equipment in the laboratories was capable of supporting Unit contents.
 (1) (2) (3) (4) (5)
 Comments

61. The laboratories are always available outside the class.
 (1) (2) (3) (4) (5)
 Comments
62. The laboratories are always clean and tidy.
 (1) (2) (3) (4) (5)
 Comments
63. A computer was available when I needed to use one.
 (1) (2) (3) (4) (5)
 Comments
64. The equipment available in the computer facilities is obsolete.
 (1) (2) (3) (4) (5)
 Comments
65. The Internet speed should be improved.
 (1) (2) (3) (4) (5)
 Comments
66. More printers are needed in the computer facilities.
 (1) (2) (3) (4) (5)
 Comments
67. The computer rooms' staff is helpful.
 (1) (2) (3) (4) (5)
 Comments

Note The boxes from 68 to 92 are only for Dogus students (appendix 3).

NEEDS

92. Is there a need? If yes, specify.....
 Would you recommend any of your friends/relatives to consider?
93. Your programme of study? (1) Yes (2) No
 Comments
94. Your University? (1) Yes (2) No
 Comments
95. Have you any other comments/ suggestions?
- Let us to know you more.
 96. Your University?
 97. Your Department?
 98. Your Programme?
 99. (1) Fee-paying in full (2) Be awarded a scholarship (3) Fee-paying in discount

These are reserved for the researcher.
 100 -101-102 -103 -104 -105 -106

107-108-109-110-111-112.

I WOULD LIKE TO THANK YOU FOR YOUR CONTRIBUTION

RESULTS OF QUESTIONNAIRE

Take the “*response codes*” from the “**answer boxes**” and insert in the table below.

1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49	50	51	52
53	54	55	56	57	58	59	60	61	62	63	64	65
66	67	68	69	70	71	72	73	74	75	76	77	78
79	80	81	82	83	84	85	86	87	88	89	90	91
92	93	94	95	96	97	98	99	100	101	102	103	104
107	108	109	110	111	112							