

Association for Language Education, Evaluation and Accreditation



OUR PURPOSE



- The purpose of DEDAK is to **raise the quality of language education to international standards by**
 - **setting local quality standards in** language education,
 - carrying out **assessment and accreditation activities**,
 - conducting **training sessions and creating training opportunities** in different areas related to language programs,
 - **training and increasing the number of site reviewers** throughout the country by organizing trainings/workshops given by experienced reviewers,
 - providing **training and consulting services** that detail how quality standards can be achieved.

FOUNDATION AND HISTORY



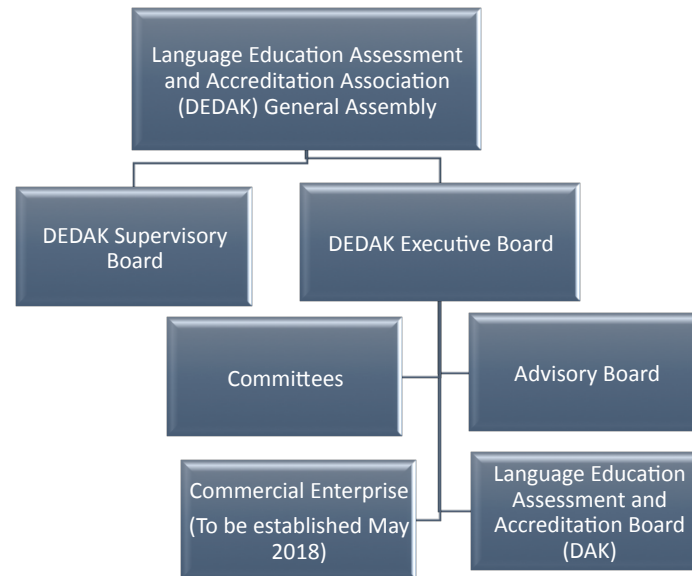
- Idea was born at the **Foreign Language Schools Directors Council meeting (YDYK)** (October **2012**). Founding members were elected immediately to initiate the project.
- Information about **activities is shared every year** at the YDYK meeting.
- **Visits** were made to **CoHE and the Higher Education Quality Board** – Opinions were sought for becoming an association.
 - With Hasan Mandal (former deputy president of Turkish Council of Higher Education): July 2015, February 2016;
 - With Higher Education Quality Board: October 2016
- The **Association** was founded in **October 2016**.

FOUNDATION AND HISTORY



- Many activities have been conducted after the Association was founded.
 - **Online meetings were held every week** with the participation of the executive and supervisory board.
 - **Two-day face to face workshops** were conducted **at least twice a year** (Criteria development workshop, Rules and Procedures workshop, etc.).
 - The **guidance, support, direction and feedback of international language program accreditation bodies** was sought (**CEA & EAQUALS**).
 - **First General Assembly:** 2 June 2017; **Extraordinary General Assembly:** 26 October 2017.
 - **Total member number: 33** members (representatives from 15 state universities, 18 foundation universities). **New members to be recruited in June 2018** – there will be an increase in membership.
 - **Meetings with the Higher Education Quality Board** – what to do for approval (January 2017, April 2018)

Organizational Chart



Executive and Supervisory Board



Executive Board

- Didem Mutçalıođlu (Chair)
- Evrim Üstünlüođlu
- Hacer Şivil
- Nergis Uyan
- Bahar Gün

Supervisory Board

- Taner Yapar (Chair)
- Mehmet Atasagun
- Mümin Şen

Requirements of the Higher Education Quality Board

- Alignment with **ESG** (Standards and Guidelines for Quality Assurance in the European Higher Education Area) standards.
- Alignment with **Turkish Higher Education Qualifications Framework**.
- Establishment of a **commercial enterprise**.
- **Independence**
- **Appropriate funding and resources**
- **Trained reviewer team**
- Inclusiveness (also in terms of stakeholders)
- Procedures and systems for **continues development and review**
- Necessary **regulations**
- **Transparency**
- Guidelines for **Code of Ethics and Conflict of Interest**
- Procedures for **complaints**
- Relevant **standards**
- **Guides and Handbooks**
- **External review** process

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

- **Policy** for Quality Assurance
- **Student-centered** learning, teaching and assessment
- Appropriate **funding and resources**
- Pre-defined and published **regulations** covering all phases of the processes
- Assign appropriate **roles and responsibilities** to **competent members**
- Collect, analyze and use relevant information for **effective management**
- **Publish information** about activities
- On-going **self monitoring** and periodic **self-review**
- Cyclical **external quality assurance**
- **Peer-review** experts
- Internal **Quality Assurance Processes**
- **Independence**

OUR VALUES



- Transparency and accountability
- Fair and professional service
- Confidentiality and trustworthiness
- Continuous development and life long learning
- Sustainable quality
- Student centeredness
- Respect for differences
- Critical reflection
- Honesty and Ethical Values
- Inclusiveness
- Culture of evidence

Strengths



- Wide representation - **Inclusive**.
- The criteria and processes were developed by taking **local conditions and regulations** into consideration.
- **Members experienced in the language accreditation processes** of internationally renown bodies like CEA and EAQUALS*
- DEDAK reviewers that have received a **reviewer certificate from CEA**.
- **Mission and Learning Outcomes based**
- Not prescriptive in general: **Open to differences**.
- **Support from CEA and EAQUALS**.
- Members with a **background in educational sciences**.
- Engin Ayvaz: **Former CEA commission chair**, founding chair of DEDAK and current member (resigned as chair due to relocating to the USA).
- Nergis Uyan: Executive board member of DEDAK and is a **Board of Trustees member of EAQUALS**
- **Formatting of the criteria**: With guiding questions and explanations for each area– format used by CEA.

DEDAK REVIEWER TRAINERS AND REVIEWERS



- **Engin Ayvaz** (trained CEA Site - Reviewer since 2013)
- **Hacer Şivil** (trained CEA Site - Reviewer since 2014)
- **Donald Staub** (trained CEA Site - Reviewer since 2015)
- **Ian Collins** (trained CEA Site - Reviewer since 2015)
- **Didem Mutçalıoğlu** (trained CEA Site - Reviewer since 2016)
- **Mehmet Atasagun** (trained CEA Site - Reviewer since March 2018)
- **Serhat Uzun** (trained CEA Site - Reviewer since March 2018)

Prepared Documents



1. **DEDAK Charter**
2. **DEDAK Operational Directive**
3. **DEDAK Accreditation Fundamentals of Implementation Directive**
4. **DEDAK Candidate Determination Commission Directive**
5. **DEDAK Standards Determination Principles Directive**
6. **DEDAK Quality Policy**
7. **DEDAK Standards**
8. **DEDAK Ethical Rules**

DEDAK STANDARDS



8 Standard Areas, 32 Sub-headings

1. Mission
2. Curriculum
3. Measurement and Evaluation
4. Student Support Services
5. Administrative Capacity
6. Faculty
7. Facilities, Equipment and Supplies
8. Strategic Plan and Continuous Improvement

DEDAK STANDARDS



1. MISSION

- Mission compatibility and transparency

2. CURRICULUM

- Compatibility with the mission
- Content and Learning Outcomes
- Teaching Materials and Methods
- Program Length and Structure
- Level Progression

3. MEASUREMENT and EVALUATION

- Level Placement
- Level Progression and Completion
- Proficiency-based on Turkish Higher Education Qualifications Framework
- Level Documentation
- Informing of Students

DEDAK STANDARDS



4. STUDENT SUPPORT SERVICES

- New Student Orientation and Informing
- Consulting
- Extra Curricular Activities
- Student Complaints
- Informing of Students

5. ADMINISTRATIVE CAPACITY

- Compatibility with the mission
- Compatibility with the Law, Procedures, Directive and Decisions
- Faculty position and assignment processes
- Informing of duties, responsibilities and rights
- Performance Evaluation
- Administrative and Executive Processes
- Information security
- Employee Complaints

DEDAK STANDARDS



6. FACULTY

- Qualifications
- Informing of duties, responsibilities and rights
- Performance Evaluation
- Occupational development/In-service training
- Distribution of duties, responsibilities and workload

7. FACILITIES, EQUIPMENT AND SUPPLIES

- Facilities, Equipment and Supplies

8. STRATEGIC PLAN AND CONTINUOUS IMPROVEMENT

- Strategic Planning
- Continuous Improvement

Example Standard



Measurement and Evaluation Standard 1

Level Placement

Standard 1: The language education program has a reliable and valid assessment system that can determine and place students into correct levels at the beginning of the program.

Scope

The language education program can determine the level of the students at the beginning of the program using measurable and observable criteria. The assessment tools used for the placement of students into appropriate levels must demonstrate tangible evidence of certain psychometric properties (reliability, validity, practicality). There is tangible evidence of how the security of the assessment practices used for placement is ensured. The records of the placement results are kept regularly.

Required responses

1. Specify the placement processes.
2. Specify the criteria used for placement.
3. Explain how the reliability, validity and practicality of the assessment tools used for placement are ensured and provide tangible evidence with regards to reliability/validity.
4. Specify the steps taken to ensure the security of the assessment practices used for placement.
5. Specify how the results of the assessment practices used for placement are kept.

Documentation - Evidence

Documentation in Self-Study Report

Documentation during the Site Visit

Planned Improvements to the Program

Within the context of this standard, specify any planned changes to the Language Education program.

Feedback and Comments from the Higher Education Quality Board – Steps to



Meeting on April 11, 2018

- Establishment of a **commercial enterprise**
- **Reviewer training**
- Based on **Turkish Higher Education Qualifications Framework**
- **Outcomes based**
- Procedures to ensure **internal quality cycles and systems**
- **Stakeholders**
- **Inclusiveness**
- **External review**

What is next?



- Acceptance of **new members**
- Establishment of a **commercial enterprise**
- **Reviewer trainings**
- Establishment of **sub committees**
- Application for **approval from the Higher Education Quality Board**
- **Grant** application
- **International collaborations**

Contact Information



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- Membership application – Annual membership fee 300TL