Eastern Mediterranean University

"For Your International Career"

Foreign Languages and English Preparatory School

2026-27

Teachers' Handbook

ENGLISH PREPARATORY SCHOOL DIVISION



Eaquals

DEDAK Dil Eğitimi Değerlendirme ve Akreditasyon Kurulu

Pearson GOLD GSE Partner Global Scale of English

toefl Authorized Test Center

TABLE OF CONTENTS

1. FOREWORD FROM THE DIRECTOR....6
2. HISTORY....7
3. VISION....7
4. MISSION....8
5. FLEPS Principles: Constructivist, Student-Centered, and Communicative Teaching Philosophy....8
   a) Global Citizenship and Intercultural Awareness....9
   b) Plurilingualism and Multilingual Communication....9
6. EQUAL OPPORTUNITIES POLICY....9
   a) Religion....10
   b) Culture, class and race....10
   c) Gender....10
   d) Sexuality....10
7. ACCREDITATION....10

   Eaquals accreditation, the Staff Charter and the Ombudsperson....11
8. FLEPS Institutional Effectiveness, Quality Improvement and Accreditation (IEQIA) Team....11
9. ORGANISATIONAL CHART OF FLEPS....12

  12
10. Who is Who....13
11. APPOINTMENT TO POSITIONS ON THE ORGANIZATIONAL CHART....18
12. STAFF COMPETENCIES....18
   a) Core Competencies:....18
      i. Leadership and Management Skills....18
      ii. Communication Skills....18
      iii. Planning and Execution....18
      iv. Problem-Solving and Innovation....19
      v. Cultural Competency and Inclusivity....19
   b) Soft Skills and other competencies:....19
      i. Emotional Intelligence....19
      ii. Adaptability and Flexibility....19
      iii. Collaboration and Teamwork....19
      iv. Ethical Judgment and Integrity....19
      v. Technological Proficiency....19

vi. Continuous Learning and Development....19
13. STAFF DEVELOPMENT....19
Effective Teaching....19
14. Professional Development....20
15. External Conferences and Forums:....20
16. MA/PhD in ELT and MEd/PhD Educational Sciences....21
17. Research Procedures and Support for Conference Attendance:....21
18. Instructor Appraisal....21
19. FLEPS Student Services: Enhancing Student Experience through Our Mission....21
20. EPS Extra- and Co-curricular Activities....22
21. Students Self-Study & Educational Resources Centers....22
22. FLEPS Administrative Affairs & Strategic Communication Teams: Digital Transformation and Continuous Improvement....23
23. FLEPS Teacher Training and Professional Development Team....23
24. KEEPING ADMINISTRATIVE AND MANAGERIAL PROCESSES UP TO DATE....24
25. LEGAL AND REGULATORY COMPLIANCE....25
26. The Collective Work Agreement 2024-2026....25
27. ISO 45001 System....25
28. Data Protection....26
29. Recruitment and selection....26
30. FLEPS EDUCATION SYSTEM....26
FLEPS Educational Philosophy....26
Teaching Goals of EPS Division....27
31. Language Learning at EPS Division....29
32. Turkish Preparatory School....30
33. Postgraduate Support Programs....30
34. English Language Requirements & Exemption Criteria....31
English Language Requirements....31
Exemption Criteria....31
35. English Proficiency Exam....34
Stage I....34
Stage II....34
36. EPS Courses....35

Course Details....36
Course Flow....38
A1+A2 = one semester A2+CIP = one semester B1-B1+ = one semester UB1 = one semester....38
37. EPS Course Flow....39
38. Course Timetable....40
39. Course Books....40
40. Office Hours....41
41. Student Class Representatives....41
42. FLEPS Assessment and Evaluation....41
43. EPS Assessment Breakdown....42
Assessment weightings by level....42
Assessment tasks and timing....43
EPSA010 A1....43
EPSA020 A2....43
EPSB010 B1 to B1 Plus....45
EPSU010 UB1 assessment....45
44. UB1 task requirements and procedures....46
45. Responsible AI use in assessment....46
46. Guidelines for Teaching and Learning at EPS....46
47. Summer School....49
48. International Exams....49
49. ELECTRONIC MEDIA....50
Microsoft Teams....50
Learning Management System....50
FLEPS Website....50
Portal and Staff Portal for Academic Staff....50
Student Portal....51
50. WORKING AT FLEPS....51
Working Hours....51
Working Load....51
Administrative and Other Duties....52
Teaching-Related Issues....52
51. PROCEDURES & PRINCIPLES (In Progress)....54

Responsibilities Regarding Buildings....54
Calling for Ambulance....54
Recruitment....54
52. Renewal of Contracts....54
53. Staff Files....54
54. References and Testimonials....55
55. Disciplinary Issues....55
56. Termination of Employment....55
57. STUDENT-RELATED ISSUES....55
Student Affairs Team....55
Attendance....55
Announcing Exam Results....56
Rights and Rules for Exams....56
Objections to Exam Results....56
Petitions and Complaints....56
Disciplinary Issues....56
58. FACILITIES AT FLEPS....56
Student Self Study Centre (SSSC)....56
Educational Resources Centre (ERC)....57
Student Counselling, Development & Research Centre....57
Academic Support Counselling....58
Open Door Counselling....58
Information Counselling....58
Cafeterias....58
59. EXTRA CURRICULAR ACTIVITIES (ECA) OFFERED TO STUDENTS AT FLEPS....58
Clubs and Activities....58
Community Involvement Projects (CIP)....59
Discovering Turkish Cypriot Culture....59
Rainbow....59
I Love Books....59
60. EMERGENCIES....59
IMPORTANT TELEPHONE NUMBERS....59
61. 2026-2027 ACADEMIC CALENDAR....60

62. Job Descriptions.....64
66. PEOPLE AT FLEPS (FLEPS Academic Staff).....65

1. FOREWORD FROM THE DIRECTOR

In today's globalized world, English is widely recognized as the most common and universal language of communication. Additionally, it serves as an essential language for academia and international collaboration.

The Foreign Languages and English Preparatory School at Eastern Mediterranean University is dedicated to equipping students with the necessary English language proficiency to succeed in their academic journeys. Whether students begin with no prior knowledge of English or at an advanced level, our goal is to help them unlock their full linguistic potential and ensure their success.

Our English Preparatory Program focuses on preparing students for their faculty studies by enhancing their language skills to a level where they can confidently follow their courses.

Through our Foreign Languages Unit, we offer both elective and compulsory language courses like English, German, Russian, French and Greek, embracing the philosophy of “one language, one person." Additionally, we provide Turkish language courses for international students to help them navigate daily or academic life in Cyprus. For students continuing in English-medium faculties, we offer Academic English courses to strengthen their comprehension and communication skills.

In today's world, higher education should not only provide academic knowledge but also cultivate global citizens who respect and appreciate cultural diversity. Our school aims to create an environment where students from different backgrounds come together, learn side by side, and develop the linguistic skills necessary to thrive in an interconnected world.

We are proud to be a vital part of Northern Cyprus's leading university, accredited by EAQUALS, and DEDAK. We are also an associate member of ALTE, a member of The International Language Association (ICC) and other prestigious organizations.

Mutlu Kale
Director FLEPS

2. HISTORY

Foreign Languages and English Preparatory School (FLEPS) continues its existence since the establishment of EMU in 1979. Eastern Mediterranean University (EMU) provided only English-medium education until 1996. Our school, which only functioned as English Preparatory School during its early years, changed its function and took responsibility for new duties based on the global changes and the new vision and mission adopted in EMU. FLEPS has always fulfilled its responsibilities with utmost care and it still does.

The name FLEPS reflect two main divisions under our school: English Preparatory School Division (EPS) and Foreign Languages Division (FL). EPS Division provides intensive English education for new students registered to English-medium programs without adequate level of English. FL Division offers advanced English courses for students who successfully complete preparatory school education or are exempted from EPS. Additionally, students studying in Turkish-medium programs are provided English education suitable for their levels, and all EMU students are offered elective foreign language courses such as German, Greek, Russian and French. Our FL Division also offers Turkish courses for students coming from foreign countries. In addition to these, English support courses are provided for Postgraduate students without adequate levels of English. Starting from 2016-2017 Academic Year, Turkish support courses are also offered for students who would like to study in Turkish- medium postgraduate programs.

Our school, continuing intensive work on establishing a language policy and bringing a standard to language education at EMU, has been successfully representing EMU on all language-related platforms through its works and achievements since its establishment. Our school, which started providing education with a few teaching staff and classrooms shared with various departments, is now providing education with its strong academic staff and 3 main buildings in classrooms equipped for quality language education.

3. VISION

EMU-FLEPS, a regional leader in the provision of language learning programmes, aspires to continuously enhance its learning opportunities to meet the changing needs of its students and stakeholders and to co-create graduates ready, willing and able to communicate in a multicultural world at recognised international standards.

4. MISSION

At EMU-FLEPS, our mission is to provide high-quality, inclusive, and future-ready language education by actively bringing our motto — *ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW* — into all aspects of teaching, learning, and institutional practice.

To fulfil our mission, we:

- **are committed to creating learner- and learning-centred environments** that prioritise the meaningful use of language for academic study, real-world communication, and lifelong learning, drawing on evidence-based, innovative, and reflective approaches.

- **promote the co-construction of knowledge**, the development of higher-order thinking, life skills, and sustainability awareness, and the academic and social growth of learners through transparent, principled assessment practices that support learning, self-reflection, and continuous improvement.
- **make ethical and purposeful use of educational technologies**, including AI, to enhance learning while fostering responsible digital literacy, guided by the principle of *learning first*.
- **value fairness, transparency, collaboration, well-being, and institutional sustainability**, and are committed to the responsible and sustainable use of our resources.
- **recognise continuous professional learning, feedback, and reflection** as essential to both learner success and staff development.
- **aim to support learners and staff in thriving** within an internationally recognised quality framework and a diverse, evolving global context through shared responsibility and meaningful engagement with our community.

5. FLEPS Principles: Constructivist, Student-Centered, and Communicative Teaching Philosophy

At EMU FLEPS, our mission is to foster a dynamic learning environment rooted in constructivist, student-centered, and communicative principles. Guided by our ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW motto, we strive to create an educational experience that empowers students to develop their language competencies in meaningful and authentic ways.

- ENGAGE: We actively engage our students in communicative activities that go beyond mere grammatical structures. By immersing students in real or real-like language use situations, we ensure that they are not just passive learners but active participants who use language to communicate with others effectively.
- LEARN: The more our students are involved in authentic communicative activities, the more they learn how to apply language structures in practical settings. This hands-on approach to language learning enables them to develop both their personal and linguistic skills, aligning with our commitment to student-centered education.
- REFLECT: Reflection is an integral part of our learning journey. Inspired by teachers, classmates, and thoughtfully designed activities, students are encouraged to reflect on their progress, identifying areas of strength and opportunities for growth. This reflective practice deepens their understanding and enhances their ability to use language purposefully.
- COMMUNICATE: Transparent communication is at the heart of our philosophy. We promote open dialogue among students, teachers, and the broader community, ensuring that every stakeholder is included in the learning process. By sharing our experiences and insights, we build a collaborative environment where everyone can contribute to and benefit from our collective growth.
- GROW: Through continuous engagement, learning, reflection, and communication, our students experience profound personal and linguistic growth. Our commitment to these principles ensures that they not only meet but exceed the highest standards of excellence in language education, equipping them with the skills and confidence to succeed in any communicative context.

a) Global Citizenship and Intercultural Awareness

As part of our constructivist, student-centered, and communicative teaching philosophy, FLEPS is committed to fostering global citizenship and intercultural awareness among all learners. We aim to equip students with the knowledge, skills, and values needed to engage respectfully and effectively in an increasingly interconnected world. Through culturally responsive teaching, collaborative learning environments, and

opportunities for community engagement, we encourage students to appreciate diversity, think critically about global issues, and develop a sense of responsibility towards their local and international communities. This commitment supports our broader mission of preparing learners to become open-minded, ethical, and active participants in a global society.

b) Plurilingualism and Multilingual Communication

FLEPS embraces the CEFR's recognition of plurilingual and pluricultural competence as essential components of modern language education. We acknowledge that learners draw on multiple linguistic and cultural resources when communicating, problem-solving, and constructing meaning. Our teaching practices therefore support flexible, multilingual communication, allowing students to leverage their full linguistic repertoire—including their first language(s)to enhance learning, develop intercultural understanding, and build confidence as global communicators. This principle strengthens our commitment to inclusivity, communicative learning, and preparing students for diverse academic and professional environments.

6. EQUAL OPPORTUNITIES POLICY

Basic principles:

- ✓ Every member of the school is regarded as of equal worth and importance, irrespective of his/her faith, culture, class, race, gender, sexuality and/or disability.
- ✓ A good work environment for academic staff and a good education for all our students are possible only if equal opportunities practices are an integral feature of all aspects of the school life.

Equal Opportunities practices should be evident in:

- ✓ the formal curriculum (the programme of lessons);
- ✓ the informal curriculum (extra-curricular activities); and
- ✓ the 'hidden' curriculum (the ethos of the school, the quality of personal relationships, etc.).

All members of the school should be aware of our equal opportunities policies. This includes students, academic staff, education support staff, administrative staff and parents. Any member of the school acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behaviour.

Equal opportunities should be seen as inter-related and as applying to all aspects of our school life. This should be kept in mind when reading the points outlined below, which cover the main areas.

a) Religion

We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

b) Culture, class and race

We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.

We are happy for our staff and students to wear special forms of dress where these are an essential part of their religious or cultural background – headscarves, etc.

We will not tolerate racist behaviour in any form.

c) Gender

As a school, we are aware that there may be gender inequalities in our society which tend to impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.

We encourage our students to be aware of the rigid sex stereotypes presented by, for example, the media. We try to ensure that our resources include non- sexist books and materials which value the achievements of women as well as men.

We try to ensure that academic staff allocate their time fairly among all students, and that all students have opportunities for working with a range of classmates.

d) Sexuality

As a school, we make no assumptions about the sexuality of any of our members. Offensive name-calling (of any sort) is unacceptable.

7. ACCREDITATION

Foreign Languages and English Preparatory School (FLEPS) has successfully passed the required inspection and became the first school in Cyprus to be a GSE Partner School Gold tier. Our programs have been aligned according to the Global Scale of English standards run by Pearson.

Our school, FLEPS, is also accredited by EAQUALS and DEDAK (Dil Eğitimi Değerlendirme ve Akreditasyon Derneği). DEDAK is recognized by YÖKAK of Türkiye and institutions should meet high standards in all aspects of their services to be accepted for inspection. Our school was accredited by DEDAK in 2026. EAQUALS (Evaluation and Accreditation of Quality Language Services) is an internationally recognized accreditation body that assures high standards in language education worldwide. Established in 1991, EAQUALS accredits language schools, university language centres, training institutions, and online providers that demonstrate excellence in areas such as course design, teaching quality, assessment, student support, academic resources, and staff development. Institutions must undergo a rigorous self-assessment and external inspection process, after which accreditation is granted for four years, subject to renewal. Being Eaquals-accredited signals to students, staff, and stakeholders a commitment to internationally benchmarked quality, continuous improvement, and the delivery of a supportive and effective learning environment.

Eaquals publishes a Guarantee to Staff, setting out what members of staff in an accredited centre are entitled to expect of their institution, and a Guarantee for Language Centres, setting out the commitments the centre makes. Both are displayed in the Educational Resource Centres of both divisions and posted on Microsoft Teams. The Eaquals Guarantee to Staff reads as follows.

Eaquals Guarantee to Staff

As a member of staff in an Eaquals Accredited Centre:

- You will have a current written employment contract or letter of appointment; this will comply with national labour legislation in terms of length, minimum pay, and termination arrangements
- Your terms and conditions of employment are clear and based on a transparent system and your salary is fair in relation to other similar institutions in your country

- Arrangements for your working hours, overtime and extra hours are transparent, fair and legal, as are arrangements for paid holidays, arrangements for sick leave, maternity leave, family leave, etc.
- If you are employed as freelance/casual/hourly-paid staff, your terms and conditions are laid out in a written contract which is fair and transparent and which you fully understand
- You have regular access to training and Continuing Professional Development opportunities appropriate to your role and responsibilities in the institution
- You should have full access to the grievance and disciplinary procedures which are in place. They are fair, easily understood and all staff are aware of them
- You should know about the Eaquals complaints procedures and the role of the independent arbitrator (Eaquals Ombudsman)

A member of staff who considers that the School has not met these standards, and whose concern has not been resolved through the Employee Grievance Policy and Procedures (see Procedures and Principles), may complain to Eaquals. The complaint is made on the Eaquals complaint form to the Eaquals Secretariat (info@eaquals.org; www.eaquals.org). Eaquals puts the complaint to the School and seeks to mediate between the parties; a member of staff who remains dissatisfied may ask Eaquals to refer it to the Eaquals Ombudsman, the final and independent arbitrator, whose decision is final. This route is additional to the School's and the University's own procedures and does not replace them.

8. FLEPS Institutional Effectiveness, Quality Improvement and Accreditation (IEQIA) Team

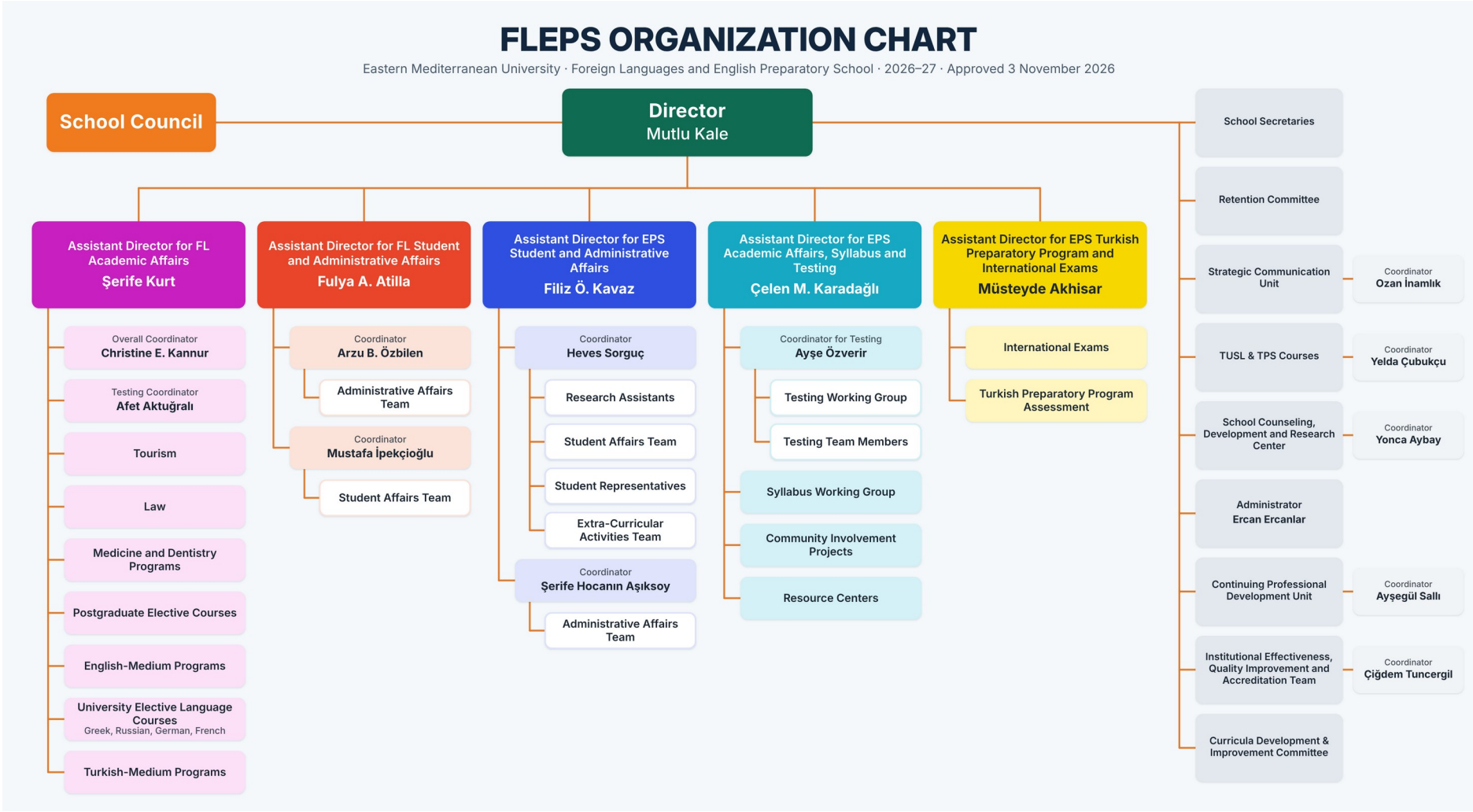
At EMU FLEPS, the Institutional Effectiveness, Quality Improvement and Accreditation (IEQIA) team plays a pivotal role in driving the mission to ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW. As an internal auditing body, they are committed to creating and maintaining a systematic framework that ensures continuous engagement with all institutional processes. By learning from these processes, reflecting on their findings, communicating transparently with stakeholders, and fostering a culture of growth, they ensure that EMU FLEPS is always prepared for any accreditation and continuously advancing in excellence.

- ENGAGE: The team actively engages with every unit and team across the institution, closely monitoring all processes, policies, and procedures. The team ensures that each component, from individual actions to cross-sectional touchpoints, interacts flawlessly within the broader institutional framework. This holistic engagement guarantees that every piece contributes effectively to the institution as a whole.
- LEARN: The team's deep engagement across the institution allows them to understand how every element interacts, functions and contributes within the broader organizational structure. Besides, by immersing ourselves in the latest accreditation standards and maintaining close relationships with accrediting bodies, they continuously learn how to enhance our internal systems. This learning is reflected in the quality improvement plans, which are systematically implemented and monitored.
- REFLECT: Reflection is at the core of the team's approach. The team constantly examines the institution as a dynamic, living system, using system thinking to identify strengths and areas for improvement. By encouraging data-driven, evidence-based reflection across all units and teams, they ensure that our progress is built on robust, reliable, and objective measures. The team not only reflects on findings but also facilitates self-reflection within each unit, fostering a culture of continuous self-improvement.

- COMMUNICATE: Transparent communication is central to our philosophy. The team engages in open dialogue with all stakeholders, sharing our insights, learnings, progress, and challenges to build a collaborative and learning environment. They ensure that everyone is informed and involved in the quality assurance process, creating a sense of collective responsibility and shared growth.
- GROW: Through continuous engagement, learning, reflection, and communication, our institution experiences profound growth in its quality and effectiveness. The team engineer continuous quality improvement cycles that are systematically implemented and monitored, ensuring that all actions—whether preemptive, corrective, or innovative—are followed through with precision. Dedication to these principles ensures that EMU FLEPS not only meets but exceeds the highest standards, remaining at the forefront of educational excellence.

As part of our ongoing commitment to institutional effectiveness and continuous improvement, FLEPS conducted a comprehensive SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis. This process enabled us to critically review and refine our Vision, Mission, and FLEPS Principles in a data-informed and participatory manner. The findings of the SWOC analysis guided our strategic direction, ensuring that our institutional goals accurately reflect the needs of our students, staff, and wider educational context.

9. ORGANISATIONAL CHART OF FLEPS



FLEPS organisational chart, approved 3 November 2026.

10. Who is Who

FLEPS DIRECTOR
MUTLU KALE

EPS

EPS ASSISTANT DIRECTOR, ACADEMIC AFFAIRS (SYLLABUS & TESTING)
ÇELEN MUEZZİN KARADAĞLI
EPS ASSISTANT DIRECTOR, TURKISH PREPARATORY SCHOOL & INTERNATIONAL EXAMS
MÜSTEYDE AKHİSAR
EPS ASSISTANT DIRECTOR, STUDENT AND ADMINISTRATIVE AFFAIRS
FİLİZ Ö. KAVAZ
EPS COORDINATOR, ACADEMIC AFFAIRS
MICHILA G. KATLANDUR
SYLLABUS TEAM
• ELİF ÇİLLİ (EPSA010 COURSE ORGANIZER) • MEHŞEN ERCANLAR (EPSA020 COURSE ORGANIZER) • SİNEM ÇAVUŞOĞLU (EPSB010 COURSE ORGANIZER) • GÜL TOKHAN (EPSU010 COURSE ORGANIZER) • SENA B. (EPSU010 COURSE ORGANIZER)
COMMUNITY INVOLVEMENT PROJECTS
• MEHŞEN ERCANLAR (TEAM LEADER)
TESTING TEAM MEMBERS
• AYŞE ÖZVERİR (COORDINATOR) • AYNUR İSTİLLOZLU (EPSA010) • AFET ŞEYTAN (EPSA020) • SEVCAN T. ARABACIOĞLU, (EPSB010) • PEMBE TUNA (EPSU010)
STUDENT AFFAIRS & EXTRA CURRICULAR ACTIVITIES TEAM
• HEVES SORGUÇ (COORDINATOR) • ZEKİYE DELLALOĞLU (TEAM LEADER) • TİMUR BODİ

- FAİKA GÜRESUN
- FEZİLE TOKER (PROMOTION AND SOCIAL MEDIA)
- REFİKA İLKAN
- MÜNİSE KEŞANLI
- SULTAN TAŞKIRAN
- AYŞE ONUT

ADMINISTRATIVE AFFAIRS EXAM ADMINISTRATION TEAM

- ŞERİFE A. HOCANIN (COORDINATOR)
- ERSOY ŞENER
- MUSTAFA ÖZÇEVİK
- EYLEM AKİM
- ARZU CEVHER

SCHOOL COUNSELLING DEVELOPMENT AND RESEARCH CENTER

- YONCA AYBAY

ADMINISTRATOR

- ERCAN ERCANLAR

SECRETARIES

- EMİNE ADAHAN
- PEMBE KARA

EPS WORKING GROUPS

ACADEMIC SUPPORT WORKING GROUP

- ASLI CAN
- AYFER ŞEN

SYLLABUS WORKING GROUP

- AYNUR İSTİLLOZLU (PRINTING & ENVELOPING B1)
- DİLEM KÖYLÜOĞLU: (QUIZ MODERATION A1)
- EBRU KUMYALILI: (QUIZ PREPARATION A2)
- EMETE MAVİLİ: (PRINTING & ENVELOPING A1-A2)
- PEMBE TUNA (QUIZ MODERATION)
- PERAY HİLMİ HARMAN (QUIZ PROOFREADING B1)
- NEVİN ADALAR: (TASK PREPARATION U1)
- ŞENAY ARTÜRK: (QUIZ PREPARATION)
- SUNA ALLAHKERİM: (ONLINE TASK PREPARATION)

TESTING WORKING GROUP

- DERYA KÖRKMEN (Testing Working Group Member EPSA010 & EPSA020)
- EMİNE SÖKMEZ (Testing Working Group Member EPSB010 & EPSU010)
- SEREN B. REYNOLDS (Testing Working Group Member - Prof Exam Update)

TPS COURSE TEACHERS

- HAMİDE ABAT
- RUHSAN İSKİFOĞLU
- SEZGİ İNAMLIK

RESEARCH ASSISTANTS
• AFSANEH RASOULI • ASLIGÜL AŞKIN • BERK GÜÇLÜCAN • BEYZANUR ÇELİK • MİNE DİLEK • NEEPA NAROTTAM LOTHIA • JOSEPHINE OJIMA OHIEMI • PARISA MEHDIZADEH • SEYED ALI KAMALI MOHAMAREH

FL

FL ASSISTANT DIRECTOR, ACADEMIC AFFAIRS
ŞERİFE KURT
FL ASSISTANT DIRECTOR, STUDENT AND ADMINISTRATIVE AFFAIRS
FULYA A. NURÇİN
FL ACADEMIC AFFAIRS
• CHRISTINE E. KANNUR (OVERALL & SYLLABUS COORDINATOR) • AFET AKTUĞRALI (TESTING COORDINATOR)
STUDENT AND ADMINISTRATIVE AFFAIRS TEAM
• ARZU B. ÖZBİLEN (COORDINATOR) • MUSTAFA İPEKÇİOĞLU (COORDINATOR)
COMPULSORY ENGLISH UNIT FOR ENGLISH MEDIUM PROGRAMMES (EMP)
• BERNA BEREKET (UNIT LEADER) ENGL 191/ ENGL 192 Syllabus & In-class Assessment Organizer
EMP WORKING GROUP MEMBERS
• RUŞEN KARAKAYA (ENGL 191 ORGANIZER) • NİHAN KUYUCU (ENGL 192 ORGANIZER) • CEMALİYE SOĞANCI (EMP TEST WRITER) • FATMA OLCAYTUĞ (EMP TEST WRITER) • AYTÜL DEREBOYLU (EMP TEST WRITER) • MÜNEVVER N. KAHVECİSOY (EMP TEST WRITER) • NİBEL TEKTAN (ENGL191 & ENGL 192 ONLINE TASK ORGANIZER)
COMPULSORY ENGLISH UNIT FOR TURKISH MEDIUM PROGRAMMES (TMP)
• ALPER GÜÇLÜCAN (UNIT LEADER) ENGL151/ENGL152/ENGL161/ENGL162/ENGL171/ENGL172 Syllabus & In-class Assessment Organizer
TMP WORKING GROUP MEMBERS
• SÜNDÜS ÖZÇOBAN (ONLINE TASKS ORGANIZER- CONTACT PERSON) • SEDA EMİRZADEOĞULLARI (TEST WRITER) • FATMA AKEJDER (ENGL151 & ENGL161- Course Organizer- Test Writer) • ÖZKAN ÖZÇINAR ÖZDAĞ (ENGL 161 & 162 – Course Organizer – Test Writer) • SUZAN ÖZDİLEK (ENGL 171 & 172 – Course Organizer- Test Writer)
COMPULSORY ENGLISH TEAM FOR LAW FACULTY
• ZEHRA ERTAY (ENGL 255 & 256– Course Organizer) • ASLI GÖNENÇ (ENGL155-156 – Course Organizer – Test Writer)

- MICHILA G. KATLANDUR (ENGL165-166 Course Organizer- Test Writer)

COMPULSORY ENGLISH TEAM FOR TOURISM FACULTY

- NAZENİN RUSO (Team Leader) (Course Organizer, Tourism Faculty Timetable Organizer)
- HÜSEYİN BİLSEN (ENGL105/ ENGL109/ENGL110 – Course Organizer)

AREA ELECTIVES TEAM FOR LAW FACULTY (TOLES Courses)

- PERİL EMİROĞULLARI (TOLES Coordinator/Organizer) (ENGL352/353/ENGL 452/453)

TEACHERS WORKING ON AREA ELECTIVES

- NUR SEVİNÇ (GERM101/ GERM 102/GFMS101– Course Organizer)
- FATMA TUBA AKGÜN (FREN101/FREN102/FREN201– Course Organizer)

TURKISH COURSES TEAM

- YELDA ÇUBUKÇU (COORDINATOR) (TUSL181 – Course Organizer)
- EMİNE ÖZERİNÇ (TFMS101/TFMS102/TFMS201/TFMS301 – Course Organizer)

MEDICINE-DENTISTRY UNIT LEADER

- SEVDİYE TOKER (ENGL & TURKISH COURSES Course Organizer)

TEACHERS WORKING ON UNIVERSITY ELECTIVES

- YEŞİM DEDE (GREE111 /GREE 112/ GREE211– Course Organizer)
- ULAŞ GÖKÇE (RUS 111/RUS112/RUS211- Course Organizer)

ENGLISH TEAM FOR POST-GRADUATE PROGRAMMES

- EMİR A. KONUKLU (POSTGRADUATE COURSES UNIT LEADER)

FL SECRETARY

- SEVGİ YELKANAT

FLEPS COUNCIL, COMMITTEES, TEAMS, UNITS

SCHOOL COUNCIL
• AFET AKTUĞRALI (COORDINATOR) • ARZU ÖZBİLEN (COORDINATOR) • AYŞEGÜL SALLI (COORDINATOR) • AYŞE ONUT (ELECTED MEMBER) • CHRISTINE E. KANNUR (COORDINATOR) • ÇELEN MÜEZZİN KARADAĞLI (ASSISTANT DIRECTOR) • ÇİĞDEM TUNCERGİL (COORDINATOR) • EMİR A. KONUKLU (ELECTED MEMBER) • FATMA GALATYALI (ELECTED MEMBER) • FİLİZ KAVAZ (ASSISTANT DIRECTOR) • FULYA NURÇİN (ASSISTANT DIRECTOR) • HEVES SORGUÇ (COORDINATOR) • MUTLU KALE (DIRECTOR) • MUSTAFA İPEKÇİOĞLU (COORDINATOR) • MÜSTEYDE AKHİSAR (ASSISTANT DIRECTOR) • NİBEL TEKTAN (ELECTED MEMBER) • OZAN SÜLEYMAN İNAMLIK (COORDINATOR) • SEDA EMİRZADEOĞLULARI (ELECTED MEMBER) • ŞERİFE HOCANIN (COORDINATOR) • ŞERİFE KURT (ASSISTANT DIRECTOR) • TANYA S. BARKINAY (ELECTED MEMBER) • YELDA ÇUBUKÇU (COORDINATOR)
CURRICULUM DEVELOPMENT AND IMPROVEMENT COMMITTEE
• ÇELEN MUEZZİN KARADAĞLI (COMMITTEE HEAD) • ŞERİFE KURT • CHRISTINE E. KANNUR • ÇİĞDEM TUNCERGİL • AFET AKTUĞRALI • AYŞE ÖZVERİR
RETENTION COMMITTEE
• OZAN SÜLEYMAN İNAMLIK (CHAIR) • FİLİZ Ö. KAVAZ • HEVES SORGUÇ • YONCA AYBAY • STUDENT REPRESENTATIVE
STRATEGIC COMMUNICATION UNIT
• OZAN SÜLEYMAN İNAMLIK (COORDINATOR) • FEZİLE TOKER
INSTITUTIONAL EFFECTIVENESS QUALITY IMPROVEMENT AND ACCREDITATION TEAM
• ÇİĞDEM TUNCERGİL (COORDINATOR) • MÜNEVVER N. KAHVECİSOY
CONTINUING PROFESSIONAL DEVELOPMENT UNIT
• AYŞEGÜL SALLI (COORDINATOR) • EMETE MAVİLİ (Team Member) • DİLEM KÖYLÜOĞLU (Team Member) • PINAR LEVENT (Team Member)

11. APPOINTMENT TO POSITIONS ON THE ORGANIZATIONAL CHART

In accordance with the FLEPS equal opportunities policy, all academic staff are eligible for administrative positions as outlined in the school's organizational chart.

- Director Appointment: Every three years, the director is appointed by the rector following a tendency poll at FLEPS. During this process, candidates share their CVs and present their mission and vision through PowerPoint presentations. Both academic and non-academic staff participate in voting.
- Assistant Director Appointments: The director appoints assistant directors based on job descriptions and required skills such as leadership, coordination, communication, and application skills.
- Middle Management Positions: Academic staff may be appointed or selected for middle management positions for 1-3 years as needed. The assistant directors announce vacant positions on Microsoft Teams (e-mail is also sent), inviting faculty to apply. Applications are evaluated according to criteria set by FLEPS Administration, and results are communicated to all academic staff via the Microsoft Teams. If there are no applicants for a position, the director assigns the duty to an academic staff member for one year.

All job descriptions are transparent and shared during post announcements and in the FLEPS Teachers Handbooks to clarify expectations regarding skills and responsibilities

12. STAFF COMPETENCIES

As reflected in all FLEPS Job Specifications and Descriptions, the following competencies align with the FLEPS's equal opportunities policy and support effective leadership and management, and so are rendered as appropriate for the managerial positions at FLEPS.

a) Core Competencies:

i. Leadership and Management Skills

- Team Leadership: Ability to lead and motivate a diverse team towards achieving common goals. Demonstrating the capacity to inspire and empower staff while fostering an inclusive and collaborative environment.
- Decision-Making: Proficient in making informed, timely, and effective decisions by considering relevant information and potential outcomes.

ii. Communication Skills

- Effective Communication: Ability to communicate clearly and persuasively in both written and verbal forms. Skilled in presenting ideas and information to diverse audiences.
- Active Listening: The ability to listen actively and respond thoughtfully to stakeholders' needs and concerns.

iii. Planning and Execution

- Strategic Thinking: The ability to develop and implement action and improvement plans that align with the FLEPS's strategic plan, mission and vision. Anticipating challenges and opportunities and adjusting plans accordingly.
- Organizational Skills: Demonstrating strong organizational abilities, including time management, task prioritization, and resource allocation.

iv. Problem-Solving and Innovation

- Analytical Skills: Proficiency in analyzing complex issues and developing practical solutions. The ability to address challenges and improve processes.
- Innovation: Encouraging and implementing innovative ideas and approaches to enhance educational outcomes and operational efficiency.

v. Cultural Competency and Inclusivity

- Diversity Awareness: Demonstrating an understanding of diverse cultural perspectives and being committed to fostering an inclusive environment for all stakeholders.
- Equal Opportunities Advocacy: Actively promoting and supporting diversity, equity, and inclusion initiatives within the FLEPS.

b) Soft Skills and other competencies:

i. Emotional Intelligence

- Self-Awareness: Recognizing and understanding personal emotions and their impact on others.
- Empathy: Showing empathy and compassion in interactions with staff, students, and other stakeholders.

ii. Adaptability and Flexibility

- Resilience: Maintaining composure and effectiveness in the face of change and uncertainty. Adapting to new situations and challenges with a positive attitude.

iii. Collaboration and Teamwork

- Cooperative Spirit: Working collaboratively with colleagues across FLEPS to achieve common goals. Encouraging a team-oriented culture.
- Conflict Resolution: Effectively mediating conflicts and fostering a positive work environment.

iv. Ethical Judgment and Integrity

- Integrity: Upholding ethical standards and acting with honesty and transparency in all professional activities.
- Accountability: Taking responsibility for actions and decisions, ensuring accountability and fairness.

v. Technological Proficiency

- Digital Literacy: Demonstrates proficiency with educational technology and tools, facilitating effective teaching and administrative tasks.

vi. Continuous Learning and Development

- Commitment to Growth: Engaging in ongoing professional development and encouraging continuous learning among team members.

13. STAFF DEVELOPMENT

Effective Teaching

In line with our educational philosophy, and the vision and mission, the primary goal of FLEPS is to develop and maintain a quality-learning atmosphere in which the general and academic learning needs of all learners are catered for regardless of their learning profile, and educational and cultural background. Therefore, FLEPS devotes all its staff, resources and activities towards this goal.

14. Professional Development

HOW THE PROGRAM PROVIDES SUPPORT FOR PRE-SERVICE AND IN-SERVICE TRAINING TO THE ASSIGNED PERSONS AND/OR CANDIDATES IN ORDER TO FULFILL THEIR DUTIES.

A range of pre-service and in-service training opportunities are offered to faculty members in managerial positions to support their professional development in their areas of responsibility. These include:

Minimum One-Semester Shadowing Period: Newly appointed team members undergo a shadowing period lasting at least one semester. During this time, they observe and engage with experienced colleagues, gaining hands-on experience and a deeper understanding of their unit-specific responsibilities. This experiential learning process helps them build confidence and competence in their roles

In-House Insets: One-off in-house training sessions provide specialized instruction on subjects that address identified and emerging needs. These insets are aligned with the school's goals and reflect the latest innovations and developments in education. For example, the FLEPS Curriculum teams and EPS Testing unit have benefited from targeted insets that aimed to enhance their skills and knowledge

Sponsored External Courses: Esteemed educational institutions, such as the Oxford Teachers Academy, Norwich Institute of Language Education, and Pearson, offer sponsored courses to provide specialized training. These courses address specific topics and align with the school's goals and educational developments, ensuring that faculty members are equipped with cutting-edge knowledge and skills. Sponsored external courses that are offered to the specialist units include:

Oxford Teachers Academy, Mentoring Course

Pearson Master Trainer 2 Course,

Pearson Planning with GSE, Assessing with GSE, Teaching with GSE Courses

Norwich Institute for Language Education (NILE) E-moderation Course

Norwich Institute for Language Education (NILE) Quality Management in Education

Norwich Institute for Language Education (NILE)Teacher Mentoring, Support and Development

NILE CEFR Mediation Course

NILE Technologies and Approaches to Blended, Hybrid and Online Teaching Course (TABHOT)

Testing 101: Online Course, Pearson

EAQUALS & ALTE: LAPP (Language Assessment Professionalisation Programme)

Pearson (GSE) Training

15. External Conferences and Forums:

Sponsored participation and/or presentations at external Conferences and Forums such as Quality Assurance, Accreditation and Standardization Conference (QUAAS), Annual Evaluation and Accreditation of Quality Language Services Conferences (EAQUALS), Annual International Association of Teachers of English as a Foreign Language Conferences (IATEFL), Annual FORUM on Curricular Issues (FOCI), Annual FORUM on Assessment Issues (FOAI)are offered to members of specialist units/persons. The aim here is to facilitate their exposure to new ideas, research, trends, and best practices in education. Attending international conferences

and forums enables faculty members to learn how different schools address similar challenges, adapt strategies to the FLEPS context, and network with potential collaborators or partners.

16. MA/PhD in ELT and MEd/PhD Educational Sciences

For our academic staff who are interested in developing their knowledge and skills through a Master's or PhD programme to play a fundamental role in school management, curriculum management and staff development, as well as to develop their practical teaching skills to a higher level they can enroll in our university's Faculty of Education graduate degree programmes, offered as part-time.

FLEPS may also support instructors to take part in external courses and degree programmes, e.g., enrolment in a local university's MA in ELT, or a programme at a university abroad.

Regarding the conditions for application and commitment requirements for these Master's and PhD programmes, please contact the Teacher Training and Professional Development Team.

17. Research Procedures and Support for Conference Attendance:

FLEPS encourages its academic staff to do research and attend conferences and does its best to provide financial support to those who will present research findings at conferences.

The responsible body concerning research-related activities is the Research Advisory Board. The Research Advisory Board and the Research Support Office aim to promote research by granting publication awards for scholarly articles published in indexed journals as well as support for attending scientific conferences, and provides support for research activities. Details regarding all research-related procedures can be found at https://research.emu.edu.tr/en .

18. Instructor Appraisal

The appraisal process is in alignment with the university's by-law. According to the rules and regulations as stated in the by-law, teacher appraisal takes into consideration the academic performance of its teaching staff based on their:

i) academic research and publication activities,
ii) teaching and professional development,
iii) extra responsibility at FLEPS,
iv) service to the university and society.

Performance appraisal is conducted at the end of each academic year, and the teaching staff members are asked to write a brief report with details of their performance with regard to the four main categories stated above.

The Personalised Professional Development Programme (PPDP) is separate from appraisal. It is developmental and self-reflective, confidential to the teacher and the Teacher Training and Professional Development Team, and is not used to evaluate performance or reported to management.

A separate written annual review — a short record of objectives, achievement and development needs, signed by the post-holder and the line manager — is being introduced for teaching staff and academic administrators. It will be brought to the FLEPS Council for approval in spring 2027 and run for one full cycle before the School's interim report to its national accreditation body in November 2027.

19. FLEPS Student Services: Enhancing Student Experience through Our Mission

Guided by our mission to 'ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW,' the Student Affairs Team is deeply involved in every stage of the student journey at EMU FLEPS, starting from their first interaction.

- ENGAGE: We continuously examine and assess the student experience, actively engaging with both students and teachers who have firsthand knowledge of this journey. Our approach involves engaging in both quantitative and qualitative research to gain a comprehensive understanding of students' needs, expectations, feelings, and challenges.
- LEARN: Through this research, we gain valuable insights into how individuals interact with our systems, offerings, and services. We learn about their diverse experiences and use this knowledge to understand how to better meet their needs.
- REFLECT: We critically reflect on these insights to enhance our value proposition and improve our offerings. This reflection helps us identify areas for improvement and develop strategies to better support our students.
- COMMUNICATE: Effective communication and interaction with stakeholders—including students, administrative and academic teams, and partners across various university departments—are integral to our approach. We maintain open communication channels and actively welcome feedback, ensuring that we address students' opinions, grievances, and recommendations with empathy and understanding.
- GROW: By continuously listening, learning, and investing in our procedures, we strive to better our services and create a seamless and advanced value experience for our students. Our commitment to continuous improvement and excellence drives us to evolve and enhance the student experience at EMU FLEPS.

20. EPS Extra- and Co-curricular Activities

Guided by our mission to 'ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW,' the Extra- and Co-Curricular Activities Teams organize events and activities that provide students with meaningful learning experiences and foster a strong sense of community and belonging.

- ENGAGE: The team creates opportunities for students to engage deeply with their learning and integrate into the community through diverse extracurricular activities. These events are designed to immerse students in interactive and enriching contexts, allowing them to practice and refine their knowledge and skills while building connections within the community.
- LEARN: These activities enable students to acquire new ideas, perspectives, and knowledge, enhancing their understanding of the target language and subject matter. By participating in these events, students expand their learning beyond the classroom and connect with the broader community, enriching their educational experience.
- REFLECT: Extra- and Co-curricular activities offer students the chance for self-reflection, helping them integrate past learning with new insights gained through these experiences. This reflective practice supports their personal and academic growth, as well as their sense of belonging within the community.
- COMMUNICATE: By engaging in authentic and interactive contexts, students apply their newly acquired knowledge and perspectives, strengthening their communication skills in the target language. The activities facilitate meaningful exchanges with peers, enhancing their ability to communicate effectively and contributing to a shared sense of community.
- GROW: Through these experiences and interactions with peers, students gradually grow, learning from each other and improving their overall language proficiency. The continuous involvement in such activities fosters their development and helps them integrate into the community, contributing to their holistic growth and a deeper sense of belonging.

21.Students Self-Study & Educational Resources Centers

Guided by our mission to 'ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW,' the Students Self-Study (SSSC) and Educational Resources (ERC) Centers at EMU EPS play a pivotal role in supporting students and teachers throughout their educational journey.

- ENGAGE: The centers offer a range of resources, from textbooks and digital materials to interactive tools, encouraging students and teachers to actively engage with their practices. By providing access to diverse learning materials, the centers foster an environment where students and teachers can immerse themselves in their subjects and take ownership of their learning process.
- LEARN: The centers are hubs of knowledge, offering students and teachers access to a variety of educational resources that cater to different learning styles and needs. Whether through guided research, self-study programs, or multimedia content, the centers support students and teachers learning and development processes.
- REFLECT: The SSSC provides spaces and resources that encourage students to reflect on their learning. By offering tools for self-assessment and opportunities for individual or group study, the center helps students critically analyze their progress, identify areas for improvement, and develop strategies for continuous learning.
- COMMUNICATE: The SSSC supports students in enhancing their communication skills by providing resources that emphasize language practice in both written and spoken forms. The center offers access to language labs, conversation clubs, and other platforms where students can practice and refine their communication abilities in a supportive environment.
- GROW: By integrating all these elements, our centers contribute to the holistic growth of students. The center helps students not only in academic achievement but also in developing the confidence and skills needed to thrive in both academic and professional contexts.

22.FLEPS Administrative Affairs & Strategic Communication Teams: Digital Transformation and Continuous Improvement

Guided by our mission to ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW, the FLEPS Administrative Affairs and Strategic Communication teams are dedicated to enhancing the digital experience for both staff and students.

- ENGAGE: The team is continuously exploring innovative ways to digitally transform our operations and touchpoints. We actively engage in these processes, developing empathy maps to understand the challenges and strengths of our systems.
- LEARN: Through this approach, we gain insights into how our value offerings are perceived and identify areas for improvement. By learning from these insights, we can better align our services with the needs of our community.
- REFLECT: We reflect on these insights to refine our services, processes, and touchpoints, ensuring continuous improvement and alignment with our mission.
- COMMUNICATE: Effective communication with both internal and external stakeholders, including the EMU Information Technologies Directorate and relevant FLEPS teams, is crucial to our approach. We share our efforts and seek feedback, adopting an organizational mindset that values listening and learning from others.
- GROW: By considering their advice and ideas, we aim to create a seamless understanding of the realities on the ground. Our investment in digital transformation focuses on developing a data-driven and robust institutional infrastructure. By engaging with stakeholders and IT professionals throughout our digital transformation journey, and by being both reactive and proactive, we continuously grow and enhance our systems to better serve our community.

23. FLEPS Teacher Training and Professional Development Team

Guided by our mission to 'ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW ', the Teacher Training and Professional Development (PD) Team creates a self-reflective Professional and Personal Development Program (PPDP). This scheme is designed to guide and encourage academic staff to engage in continuous professional and personal development.

- ENGAGE: The PD Team encourages teachers to actively engage in their development through various activities, such as observing, presenting, practicing, reading, collaborating, and interacting with peers. This engagement helps teachers identify and address both personal and professional aspects of their growth. Teacher Training and Professional Development Team also encourages teachers to actively participate in wide-scale events such as the EMU FLEPS Workshop Festival, in-service/outsourced training programs, and/or international conferences. Teachers are motivated to engage in grand gatherings, whether as participants or presenters. These events provide opportunities for teachers to connect with colleagues from within EMU FLEPS as well as from other universities and institutions.
- LEARN: By participating in these activities, teachers gain new insights and skills, enhancing their professional capabilities. They learn from diverse experiences and methods, which contributes to their ongoing development. Through such grand gatherings as Workshop Festival, in-service/outsourced training programs or international conferences, teachers gain valuable insights from their peers and develop new perspectives that inform and enhance their teaching practices. This learning process helps them stay updated on best practices and innovative methods.
- REFLECT: The PD Team guides teachers to reflect on their progress throughout their developmental journey. This self-reflection allows teachers to evaluate their growth and make informed decisions about their continued development. Exposure to diverse viewpoints and practices via PD events enables teachers to reflect critically on their own teaching methods. This reflection supports continuous improvement and adaptation of their teaching strategies.
- COMMUNICATE: Effective communication is central to this process. The PD Team communicates with staff to provide support and guidance as needed. Teachers also engage in communication with their colleagues to achieve their improvement goals and share their progress with the PD Team and the administration. This multimodal communication fosters intrapersonal, interpersonal, and teacher-teacher interactions, as well as teacher-administration dialogue. In grand PD events like the workshop festival teachers are encouraged to share their best practices and areas of interest during these events. Interactive workshops facilitate enhanced communication among participants, fostering a collaborative environment that extends beyond EMU FLEPS.
- GROW: Through this comprehensive and collaborative approach, both teachers and the institution benefit. The continuous exchange of ideas and feedback facilitates both personal and institutional growth, leading to improved teaching practices and overall progress. Besides, self-initiative and reflective growth practices are supported and recognized by the administration. Participation and contributions are acknowledged through both intrinsic motivators, such as recognition and appreciation, and extrinsic support, including funding for professional development events. This approach integrates self-initiated growth with a democratic institutional culture, acknowledging teachers' personal and professional journeys and fostering their ongoing development.

24.Classroom Observation

FLEPS uses lesson observation both to support each teacher's development and to monitor the quality of teaching. The reference point for all observation is the FLEPS Teacher Competency Framework, an adaptation of the European Profiling Grid developed by Eaquals, with the fourteen FLEPS Generic Observation Criteria.

- **Induction.** Newly appointed teachers follow a year-long mentored observation cycle in the Induction Programme: unseen, pop-in, scheduled full-cycle and peer observations. For the unseen and scheduled

observations, the lesson plan, in the FLEPS lesson sketch format, is shared with the mentor in advance and discussed at a pre-observation meeting; for the pop-in observation, teachers are told the period in which it will fall.

- **The Personalised Professional Development Programme.** Each teacher plans and teaches a lesson to observe the outcome of their classroom-practice goal, either through peer observation or by video-recording it for self-reflection, and reflects on it against the School's observation criteria using the self-reflection and action-planning form. This strand is confidential to the teacher and the Teacher Training and Professional Development Team.
- **Pop-in classroom visits.** Academic management conducts announced pop-in visits in both divisions, notified to staff in advance and recorded on the visitor running commentary form. Findings are reported at the level of the teaching team rather than the individual and are used to plan professional development.

25.HOW THE ADMINISTRATIVE AND MANAGERIAL PROCESSES ARE UPDATED.

The primary approach implemented in the recent update of administrative and managerial procedures focuses on continuous and regular measurement, engaging all directly and indirectly involved parties. This allows for the triangulation of data sources, which aligns with our inclusive management approach. Data reliability is further ensured through an evidence-based approach, utilizing both qualitative and quantitative research tools. Organizational listening as a managerial approach is implemented at all touchpoints with students and teachers, fostering the formation of collective intelligence to enhance our services. The update and revision cycles also incorporate a design thinking and experience design mindset, ensuring that procedures are refined in alignment with how students and teachers perceive and experience the services. Depending on the dynamic nature of the updates, semesterly and annual update cycles are implemented. At the core of these updates is a systems mindset. Consequently, all stakeholders whose operations directly or indirectly impact or are impacted by others are convened to understand the holistic nature of the situation. To avoid the subjective nature of quality, we analyze what quality means to different stakeholders by establishing quantifiable metrics aligned with operational capabilities. Additionally, to prevent clashes and confusion among in-group teams and matrix work formations, the qualitative aspects of the phenomena are examined through focus group work.
In addition to fostering an internal service quality mindset and structures, this process is also maintained and monitored in alignment with the external standards and benchmarks set by accreditation bodies. Besides focusing on service quality, we recognize the valuable insights gained from external consultants, trainers, and stakeholders who have contributed to enhancing our perspective on service delivery. For example, as part of our inclusivity policy, FLEPS collaborates with the EMU Psychology Department to support neurodiverse individuals and develop procedures.

26. HOW THE MANAGERIAL PROCESSES WITHIN THE LANGUAGE PROGRAM ARE KEPT IN ALIGNMENT WITH LAWS, REGULATIONS AND DIRECTIVES.

All decisions made at EMU FLEPS comply with the prevailing laws and regulations. Below is a detailed breakdown of which decisions are made in line with which laws or regulations

- TRNC Labour Law: Any decisions related to staffing, both during recruitment and after, at EMU FLEPS must comply with the TRNC Labour Law.

- EMU By-law: All decisions made at FLEPS must adhere to the EMU by-law. Please see below the related articles

✓ Article 5: Regulates decisions related to students, including matters such as exemptions, disciplinary actions, and student rights.
✓ Article 6: Regulates the decisions related to the academic staff
✓ Article 7: Regulates the decisions related to the administrative staff

27. The Collective Work Agreement 2024-2026

The Collective Work Agreement, effective as of 2024, governs all matters related to personnel rights, academic recruitment, promotion, and more. All decisions made at FLEPS must comply with the requirements of this agreement. (https://dausen.org/toplu-is-sozlesmesi-tis/) .

28. ISO 45001 System

Under the ISO 45001 system, the entire occupational health and safety management of the EPS buildings is controlled. EPS has an ISO representative responsible for preparing all documents related to ISO 45001. This system is uniformly applied across all buildings at EMU. Besides, all managerial and administrative operations at EMU FLEPS comply with the ISO 9001 Quality Management System and the ISO 10002 Customer Satisfaction Management System.

The aim of the ISO 9001 Quality Management System is to enhance organizational efficiency by establishing a robust framework for consistent quality management practices. It focuses on meeting customer expectations and regulatory requirements through systematic processes, continuous improvement, and risk management. By implementing ISO 9001, organizations seek to improve their overall performance, increase customer satisfaction, and ensure that their products and services consistently meet the highest standards of quality.

The ISO 10002 Customer Satisfaction Management System aims to provide a structured approach for handling customer complaints and feedback. It focuses on enhancing customer satisfaction by ensuring that complaints are addressed promptly and effectively, and that feedback is used to drive continuous improvement. The system helps organizations establish clear procedures for managing customer concerns, resolving issues, and improving the overall customer experience, thereby fostering a culture of responsiveness and customer-centricity.

29. Data Protection

All decisions made at FLEPS must comply with the requirements of the personal data protection law in effect in TRNC.

The FLEPS Data Protection Policy and Procedures sets out, for each kind of student and staff information the School holds, who governs it, how it is collected and stored, who may access it and how long it is kept. All staff must follow it.

30. Recruitment and selection

We endorse in full the policy statement of our university's Equal opportunity in employment. The school's staff development and recruitment and selection policies are based on good equal opportunities practice.

The university's recruitment policy and procedures are clearly outlined on the website, http://ww1.emu.edu.tr/en/academics/job-opportunities/1237

Our school's Equal Opportunities Policy applies to the selection of professional development courses. We clearly announce the procedures for application, screening, and selection of candidates for the course.

31. FLEPS EDUCATION SYSTEM

FLEPS Educational Philosophy

At EMU-FLEPS, we have always believed that the most critical element of a school's philosophy of education is how it impacts the behaviours, decision-making and actions of the teaching team within the institution. What our teachers know, what they do with their students (with what they know – and learn continuously), and how they approach continually improving what they do in the classroom is critical to this.

Our experience and research over the years have repeatedly demonstrated that the 'best practice' we support and encourage in all our staff should be grounded on the following beliefs and practices in the classroom:

Teachers who exhibit a passionate, positive and enthusiastic approach to learning and teaching are better able to create the type of classroom climate that promotes students' motivational levels.

These teachers typically recognise that genuine interest in the lives and learning of students, an authentic sociocultural awareness of and acceptance of their own and students' cultural identities, and credibility in the eyes of students makes all the difference in levels of student motivation, learning gains and success.

Student motivation in language learning is driven by the quality of the relationship with the teacher, how and how often they are given opportunities to engage their natural curiosity, and the extent to which they are empowered to use their 'voice(s)' and make their own 'choice(s)'.

Effective language learning requires teachers to take a learning- and learner- centred teaching approach, using appropriate methodologies / approaches and instructional technologies for this end.

Good teaching frequently allows students 'to learn by doing', reflection and self-assessment and effective teachers can balance this with structured, spiral practice.

Highly effective teaching is typically characterised by promoting a 'questioning culture in the classroom', a focus on building learner autonomy over time, and emphasising not only 'what students learn' and 'how students learn'.

Meaningfully combining language and mediation skills development with pedagogic tasks and activities requiring higher-order thinking skills is a typical ability exhibited by highly effective instructors.

Exemplary teaching occurs when teachers encourage students to think about local, national, and international issues, address relevant cultural and social issues to expose students to the target language and respect the cultural backgrounds of students and their traditions.

Higher level teaching practice provides students with opportunities to make guesses, learn from errors made, co-create meaning with peers and build their own solutions or responses to challenges and pedagogic tasks - rather than simply 'find the correct answer'.

Respectful and caring expert instructors recognise that upholding the FLEPS policy of using the target language as the medium of instruction within the classroom and medium of communication outside the classroom (whenever possible) supports our goal of co-creating a community of learning that lasts and belonging across EMU.

When combined with our beliefs about learning and student success, these types of teacher behaviour and action, our educational philosophy come into sharper focus.

We further believe:

Students of all ages need to learn English language, communication and mediation skills to fully participate in today's increasingly global and complex world.

Language learning is a developmental, interactive and reflective process in which context, the students' experiences, and the learners' self-efficacy impact the student achievement level.

Students learn best in a warm and supportive environment where they feel the teacher truly cares about them and their success.

'Language learning that lasts' occurs when students become active participants in their own learning and take an action-orientated approach to language learning.

Students' language learning is best facilitated by a clear focus on learning outcomes (rather than teaching inputs or textbook coverage) and when institutions and teachers place learning at the heart of their decision-making, lesson planning and the assessment of learning in all classroom sessions.

A fundamental component of improvement, growth and success in language learning takes place when students are provided with timely, useful and regular feedback.

Teaching Goals of EPS Division

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as the teaching targets of English Preparatory School Division:

Students who complete English Preparatory School having English language skills at B1+ level according to the Common European Framework for language standards,

Students who complete Turkish Preparatory School having Turkish language skills at B1+ level based on the same standards,

Targets for skill stages are prepared based on the Common European Framework for Languages and it is as follows:

- **A1**

Listening Comprehension: Can understand very simple sentences made with known words about him/herself or family or concrete things around him/her only when it is spoken slowly and clearly.

Reading Comprehension: Can understand known names, single words, and very simple sentences on labels, signs, brochures, catalogues and similar contexts.

Spoken Interaction: Can express him/herself in simple ways when the other speaker speaks slowly and with repetition, or says it in different ways and helps the user express him/herself by using the language. Can ask and answer simple questions on directly needed information or on topics s/he knows well.

Spoken Production: Can use simple phrases and sentences to describe people s/he knows and his/her hometown.

Written Expression: Can write short and simple sentences giving information about: a person, a place and an activity in the form of a paragraph of around 100 words.

- **A2**

Listening Comprehension: Can understand single sentences and frequently used words in daily life if it is about him/herself, such as person, family, shopping, work and close environment and other important issues. Can understand short, clear and simple messages and announcements.

Reading Comprehension: Can read very short, simple texts. Can find texts about daily life such as advertisement, prospectus (promotion), food list, travel fare and concrete and pre-meditated information and can understand short, simple personal letters.

Spoken Interaction: Can express him/herself in situations that require direct exchange of information, on simple and known topics that is relevant to him/her, and in ordinary simple activities. Can participate in a short conversation but usually, cannot understand enough to maintain it.

Spoken Production: Can express him/herself in a series of sentences and simple language tools; for example, on family, others, home, education and professional life.

Written Expression: Can write a 100+ words descriptive paragraph of present and past events & activities.

- **B1-B1+**

Listening Comprehension: Can understand the main point of conversation when it is about known topics such as work, school or free time activities if an understandable and carefully selected language is used. If spoken very slowly and clearly, can understand the main information from radio or television broadcasts on current issues, his/her occupation and fields of interest.

Reading Comprehension: Can understand texts that mainly include daily life and professional language. Can understand letters that discuss events, emotions and wishes.

Spoken Interaction: Can handle many situations faced in travelling the countries especially where the target language is spoken. Can participate in spontaneous conversations on familiar topics such as family, hobbies, occupation and current issues relevant to his/her field of interest, personal or daily life.

Spoken Production: Can describe his/her experiences, daily and global events or his/her dreams, goals; can speak in simple but coherent sentences. Can explain ideas and intentions and give basic reasons for opinions.

Written Expression: Can write a simple and coherent opinion paragraph and a short opinion essay of about 200-250 words. The essay includes an introduction, one or two body paragraphs with basic arguments, and a short conclusion. Ideas are connected using basic linking words, and the overall meaning is clear despite some errors.

- **UB1**

Listening Comprehension: Can understand main ideas and details in familiar spoken texts. Can use context to aid comprehension.

Reading Comprehension: Can skim to find key information and main ideas in texts. Can scan and infer meaning from context.

Spoken Interaction: Can clearly describe personal experiences, daily routines, and current or past events of local or global relevance. Can express dreams, hopes, and ambitions using connected, coherent speech. Can explain thoughts and future plans with some detail, giving reasons and justifications for opinions and decisions.

Spoken Production: Can give structured talks and justify views. Can present visuals and explain ideas clearly. Can prepare and deliver structured presentations.

Written Expression: Can write a clear and structured opinion essay of about 250+ words with an introduction, body, and conclusion. Can develop arguments with supporting details or examples and use a range of linking words. Meaning is clear despite occasional errors.

32. Language Learning at EPS Division

At FLEPS, the curriculum is CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) and Pearson's GSE aligned. Therefore, we adopt an 'action-oriented approach' (Council of Europe Modern Languages Division, 2001) and, plan, implement and assess the achievement of the intended learning outcomes driven from the descriptors provided in the framework accordingly.

We view learning as a developmental, interactive and reflective process (see Table 1). In this regard, we believe that knowledge and learning of an individual develop through interaction in contexts, which are affected by social, cultural and individual backgrounds and competencies of the participants. Therefore, we emphasize the development/use of not only communication but also cognitive, affective, and social processes in meaningful contexts, which involve tasks and the development of these processes as outcomes of learning.

Examples of Learning Outcomes

	FACILITATIVE PROCESSES	**INHIBITIVE PROCESSES**	**PEDAGOGIC PROCESSES**	**PROCESSES AS OUTCOMES**
AFFECTIVE PROCESSES	e.g., self- confidence	e.g., excessive anxiety	e.g., creating a relaxed environment	Positive attitudes, etc.
COGNITIVE PROCESSES	e.g., making inferences	e.g., premature closure – students don't consider alternative answers.	e.g., challenging ideas	Critical thinking, etc.
SOCIAL PROCESSES	e.g., group cohesion	e.g., social loafing – one of the members of the group don't do much/contribute	e.g., effective grouping techniques	Cooperation skills, etc.
COMMUNICATION PROCESSES	e.g., comprehension	e.g., dominance in turn-taking	e.g., creating space to communicate	The "four skills", etc.

(Littlewood, 2008:247-48)

We believe that our approach to language learning contributes to the maintenance of coherence of a curriculum in that clearly stated learning outcomes coordinate the teaching and learning activities as well as the method of assessment in such a way that they all support student learning and foster life-long learning. Accordingly, we highlight the vitality of providing on-going feedback and extensive support to our learners based on the information gathered via summative and formative assessment tools on whether or to what extent the learning outcomes have been achieved.

33. Turkish Preparatory School

The Turkish Preparatory School is primarily designed to improve the Turkish proficiency level of the foreign students who prefer to study in Faculty of Health Sciences or at the faculties/departments or schools where the medium of instruction is Turkish.

TUSL181, which is offered in the framework of this program, is a weekly two-hour Turkish language support course prepared for the foreign students from different non- Turkish speaking foreign countries who come to study at English-medium departments and it aims to teach them Turkish which they need to survive in North Cyprus.

Within the framework of the same program TUSL191, TUSL192, TUSL291 and TUSL391 courses are designed to improve the Turkish proficiency level of non-Turkish speaking foreign students enrolled at Faculty of Medicine, and these courses are designed as 4-hour-a-week courses. The main aim of these courses is to help students improve their Turkish at a proficiency level to be used in their clinical studies.

In the framework of the same program, there are courses offered under the name of Graduate Turkish Support Program (TUSL501, TUSL503, TUSL505) and they are designed for foreign students who prefer to study in the graduate programs of faculties/departments and vocational schools in Turkish and are unable to continue studying in Turkish language.

34. Postgraduate Support Programs

FLEPS offers Turkish and English support programs to EMU postgraduate students. The students who apply for any postgraduate programs at EMU are required to have a valid English language qualification (for English-medium programs) or a valid Turkish language qualification (for non-Turkish students applied for Turkish-medium programs) that gives them exemption from the Postgraduate Support Program courses. If they do not submit a valid language qualification, they have to take the EMU English or Turkish Proficiency Exam Stage I and/or Stage II. The tests are administered by the English Preparatory School. Students can visit http://fleps.emu.edu.tr for exam details.

35. English Language Requirements & Exemption Criteria

English Language Requirements

All students who have been admitted to programs taught in English at our university but do not possess a valid English proficiency certificate are required to take the English Placement Exam (Proficiency Part 1) administered at the beginning of the semester. Students who achieve a sufficient score on this exam qualify to take the English Proficiency Exam (Proficiency Part 2 / EPS106). Those who do not obtain a passing score on the Proficiency Exam are placed into the appropriate program at the English Preparatory School, as indicated in the table below, based on their Placement Exam results.

EPSA010
EPSA020
EPSB010
EPSU010

In order to be exempt from the English Preparatory School programs, associate and undergraduate students must score at least 60 (sixty) out of 100 (one hundred) on the English Proficiency Exam. However, students enrolled in the Faculty of Medicine and the Translation and Interpreting programs must score at least 70 (seventy) out of 100 (one hundred) to be exempt from the English Preparatory School programs.

Exemption Criteria

Students who achieve the required scores on the internationally recognized exams listed below, which are accepted by our university, are also considered exempt from the English Preparatory Program.

For all programs (except Medicine and Translation and Interpreting Programs) requiring at least 60% in EMU FLEPS English Proficiency Exam Stage 2

Exam	***Direct Exemption***	***Eligible for Proficiency Exam Stage 2***
IELTS	*Minimum 5.5*	*5.0*
TOEFL iBT	*Minimum 65*	*60*
TOEFL PBT	*Minimum 513*	*497*
TOEFL CBT	*Minimum 183*	*170*
TOEFL iTEP Academic	*Minimum 3.6*	*3.5*
PTE Academic	*Minimum 42*	*35-41*
ÜDS / YDS / KPDS / YÖKDİL	*Minimum 54*	*50*
City & Guilds	*At least B1 First Class Pass*	*B1 Pass*
GCE / IGCSE	*At least grade C / 5*	*D*
FCE	*At least grade C*	*D*
CPE / CAE	*At least grade C*	*D*
LCCI (ESP)	*At least Level 2 Pass*	*Level 1 Distinction*
WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC	*At least C6*	*D7*
UCE	*Grades 3-4*	*5-6*
NSC (IEB)	*At least 60% or level 5*	*50% or level 4*
ECZ	*At least 5*	*6 (or ENGL 181-182 courses)*
HIGCSE / NSSC	*At least 2*	*3*
KNEC	*At least C+*	*C*
NECTA (CSEE)	*At least B*	*C*
NEAEA	*At least B*	*C*
SAT (Reading & Writing)	*At least 430*	*420*

For departments requiring at least 70% in EMU FLEPS English Proficiency Exam Stage 2 (Medicine Faculty and English Translation and Interpreting Program)

Exam	***Direct Exemption***	***Eligible for Proficiency Exam Stage 2***
IELTS	*Minimum 6.0*	*5.5*
TOEFL iBT	*Minimum 72*	*65*
TOEFL PBT	*Minimum 530*	*513*
TOEFL CBT	*Minimum 197*	*183*
TOEFL iTEP Academic	*Minimum 3.7*	*3.6*
PTE Academic	*Minimum 50*	*42-49*
ÜDS / YDS / KPDS / YÖKDİL	*Minimum 60*	*54*
City & Guilds	*At least B2 Pass*	*B1 First Class Pass*
GCE / IGCSE	*At least grade B / 6*	*C*
FCE	*At least grade B*	*C*
CPE / CAE	*At least grade B*	*C*
LCCI (ESP)	*At least Level 2 Distinction*	*Level 2 Pass*
WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC	*At least C5*	*C6*
UCE	*Grades 1-2*	*3-4*
NSC (IEB)	*At least 70% or level 6*	*60% or level 5*
ECZ	*At least 5*	—
HIGCSE / NSSC	*At least 2*	—
KNEC	*At least B-*	*C+*
NECTA (CSEE)	*At least B+*	*B*
NEAEA	*At least B*	—
SAT (Reading & Writing)	*At least 440*	*430*

Important Information:

Unless otherwise specified by the exam administering institution, the validity period of the above-mentioned certificates is 2 years. In cases where the validity period of the exam result has expired, the English Preparatory School exemption committee may evaluate the student's situation with an interview, provided that the student documents continued active use of the English language.

The validity of any international exam certificate not listed in the above table is subject to evaluation by the exemption committee established by the English Preparatory School administration.

Students who have graduated from secondary education institutions in countries where English is the native and official language are exempt from the English Preparatory School programs.

Students who have successfully completed the English Preparatory School of another university are exempt from the English Preparatory School programs. However, if these students have interrupted their education for 2 years, they are required to take the English Proficiency Exam.

Students who obtain the required score on the English Proficiency Exam and are exempt from the English Preparatory School programs must register for the ENGL-coded academic English courses included in their department/program curricula.

Students who fail Stage 2 of the English Proficiency Exam are placed in the EPSU010 course at the English Preparatory School and must complete at least one semester at this level. From the 2026–27 Fall semester, absence from EPSU010 classes is no longer grounds for exclusion from Stage 2 of the exam at the end of the semester.

36.English Proficiency Exam

Stage I

Both new and old FLEPS students can take this test at the beginning of each academic year in order to identify their English language levels. Students whose Stage I result is high enough will have the right to take the English Proficiency Exam Stage II. Students whose Stage I result is below the B1+ level will have to study in English Preparatory School until they successfully complete the B1+ level.

English Proficiency Exam Stage I takes place twice a year for new students. It is a computer-based Proficiency Exam Part 1 (Pearson English Level Test), and it is implemented at the EMU Foreign Languages and English Preparatory School (FLEPS) starting from the 2026-2027 Fall semester. It is a multi-section adaptive test that measures a student's overall English language proficiency (grammar, vocabulary, and reading comprehension). Sample tests and the guidelines can be found on the school website (http://fleps.emu.edu.tr). In order to receive education at the correct level, students should only answer the items they are sure. Otherwise, they may start their education in English Preparatory School at the wrong level.

Placement review: a student, or the student's instructor, may raise a placement that seems wrong within the first two weeks of the semester. A student placed too high completes a General Request Form and is moved down a level; a move up follows a review of the student's class performance and a writing task. The decision is made within three working days, and all level changes are completed within the first three weeks of the semester. Instructors who think a student has been misplaced should raise it within the first two weeks so that the review can be completed in time.

Stage II

Students whose level is high enough according to the English Proficiency Exam Stage I results are eligible to take English Proficiency Exam Stage II. They can take this exam at the beginning of the Fall or Spring Semester. This exam measures their listening, reading, writing, and speaking skills. The reading and listening parts have multiple-choice and short-answer questions. In the writing part, students write an academic composition. In the speaking part, students attend a face-to-face interview. Sample tests can be found in the school website (fleps.emu.edu.tr). Students can start studying at their departments if they receive above 60% or 70%, depending on their choice of their study. Students whose Stage II result is below 60% or 70% (according to their department requirements) will have to study in the English Preparatory School. Below is the letter grade of the Stage II exam assigned to students.

EPS Letter Grades

Range	Letter Grade
100	S+
90-99	S4
80-89	S3
70-79	S2
60-69	S1
50-59	P1
40-49	P2
0-39	P3

37. EPS Courses

In the arrangement of the pacing of progress, EPS courses take ALTE's suggested number of guided teaching hours (see Table below) as reference and divide the semester into three modules. In this respect, the whole semester equals approximately 370 hours to accomplish the outcomes driven from CEF level descriptors.

ALTE suggested number of guided teaching hours needed to accomplish the outcomes driven from each CEF level descriptors

A1	Approximately 90 - 100 hours
A2	Approximately 180 - 200 hours
B1	Approximately 350 - 400 hours
B2	Approximately 500 - 600 hours
C1	Approximately 700 - 800 hours
C2	Approximately 1,000 - 1,200 hours

(Teachers' Guide to the Common European Framework, n.d.)

Students who have passed the University Entrance Examination, but who are unable to pass the EPS English Proficiency Exam Stage I are allocated into one of the courses in the EPS which is appropriate to their language needs. The English Proficiency Exam Stage I is to place students at the right level. The courses, arranged in two semesters, are A1, A2, B1, and UB1. The education given in the English Preparatory School is divided into two halves in an academic year. Depending on their level of success, students can complete the English Preparatory School and go to their departments at the end of a semester or a year. Throughout each semester students are

assessed with various evaluation tools. Success in these assessments allows them to pass to the next level. In order to sit the English Proficiency Exam Stage II, students must have passed B1+ level. The students who have successfully passed the English Proficiency Exam Stage II are allowed to study at their chosen department. Students who are not able to pass this exam are placed into the UB1 course. These students are entitled to take the English Proficiency Exam Stage II again, at the end of the semester, regardless of their overall semester grade. From the 2026–27 Fall semester, absence from UB1 classes does not affect this entitlement, and 20% of the UB1 overall grade is added to their Proficiency Exam result. It is advised that students attend classes regularly since there is a direct relation between attendance and success. The programs and details can be found in the table below.

Course Details

<table>
<tr><th>Course Code</th><th>Course Name</th><th>CEFR Level</th><th>GSE Range</th><th>Hours per week</th><th>Period</th></tr>
<tr><td>EPSA010 (EPS A1+A2)</td><td>Waystage</td><td>A1+A2</td><td>10-42</td><td>24</td><td>15 weeks</td></tr>
<tr><td colspan="6">A1 course is designed to help students interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organised repertoire of situation-specific phrases. This then further develops to help students use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. With the help of this course, students can also function ‘out and about’. At the end of this course, students can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets. Students can also describe in simple terms aspects of his/her background, immediate environment and matters in
areas of immediate need.</td></tr>
<tr><td>EPSA020 (EPS A2+CIP)</td><td>Waystage</td><td>A2</td><td>26-42</td><td>24</td><td>15 weeks</td></tr>
<tr><td colspan="6">A2 course is designed to help students use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. With the help of this course, students can also function ‘out and about’. At the end of this course, students can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets. Students can also describe in simple terms aspects of his/her background, immediate
environment and matters in areas of immediate need.</td></tr>
</table>

EPSB010 (EPS B1)	**Threshold**	**B1-B1+**	**43-58**	**24**	**15 weeks**
B1 course aims to help students maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. At the end of this course students can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pausefor grammatical and lexical planning and repairing in free production. Students are also able to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics. Students can also produce a connected text on topics which are familiar or of personal interest. They are able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.					
EPSU010 (EPS UB1)	**Threshold Plus**	**B1+**	**55-66**	**20**	**15 weeks**
UB1 course aims to help students take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem. At the end of the course students can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Students are also able to carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. Students can also describe how to do something, giving detailed instructions. Students are also able to exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Students are also able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.					

Course Flow

In their first semester, students are placed in the courses according to their result in the English Proficiency Exam Stage I. Each course is designed to cater for the needs of learners at a specific level in order to progress towards a higher level (*Please refer to the overview of the courses for further explanation*).

At the end of each CEFR Level, according to their success rate and the course they have enrolled in, students are placed in an appropriate EPS course (see Course Details and EPS Course Flow) or become eligible to sit the English Proficiency Exam Stage II.

Each CEFR Level has been divided according to the ALTE suggested teaching hours (*Please refer to the Learning Outcomes for further explanation)*.

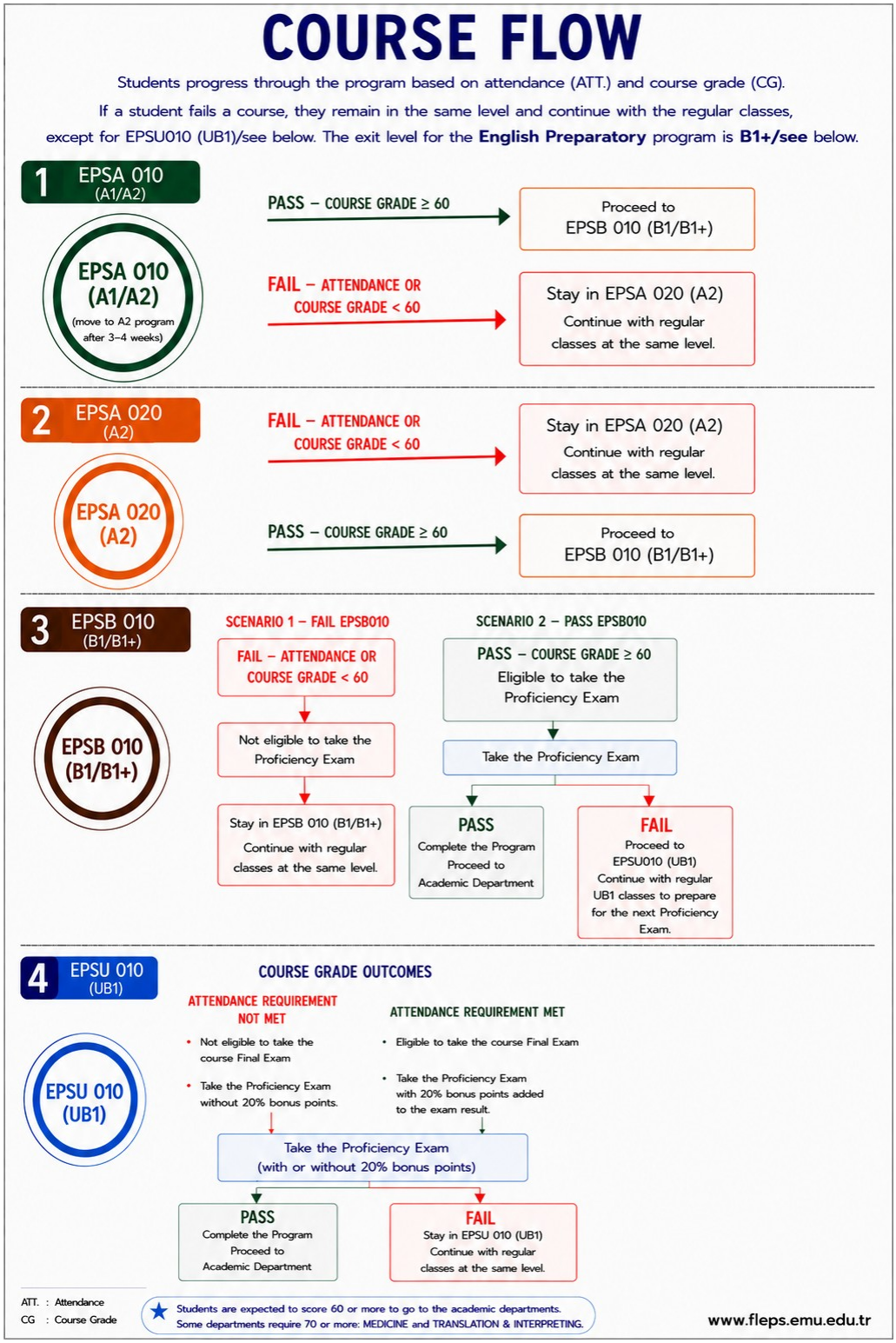
A1+A2 = one semester

A2+CIP = one semester

B1-B1+ = one semester

UB1 = one semester

38. EPS Course Flow



39. Course Timetable

The course timetable for levels at EPS is scheduled as a total of 24 hours per week except for EPSU010. The weekly timetable can be seen in the table below.

Course timetable with 24 contact hours

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.40 - 09.30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
09.40 - 10.30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
10.40 - 11.30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
11.30 - 12.30	BREAK	BREAK	BREAK	BREAK	**LESSON**
12.30 - 13.20	**LESSON**	**LESSON**	**LESSON**	**LESSON**	
13.30 - 14.20	**LESSON**	**LESSON**	**LESSON**	**LESSON**	

Course timetable with 20 contact hours (EPSU010)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.40 - 09.30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
09.40 - 10.30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
10.40 - 11.30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
11.30 - 12.30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**

At the English Preparatory School, intensive English lessons are given to students who does not know English at all or know some English, which is not enough to study in their departments. Students may also spend time in the SSSC (Students' Self-Study Centre) where they can study and use multimedia tools and technology to get extra help with their studies. In addition, there are extra-curricular activities like school trips, dance courses, civil involvement projects (protecting animals, recycling, helping those in need) for students to join.

40. Course Books

According to the results of the English Proficiency Exam Stage I and Stage II, the students who will study in the English Preparatory School go to Deniz Shop on the North Campus with their student numbers and a copy of their ID cards/passports in order to get their course books. Course book fees are included in the school fees of the students.

41. Office Hours

The instructors at English Preparatory School Division have an additional role as academic resources for their students. They arrange one hour a week as an office hour per each group they have in their offices and announce this specified time to their students. They may answer students' questions, help them for the topics or skills they do not understand or they have difficulty in, exchange ideas, share lessons and/or extracurricular problems during this allocated hour. The instructors determine this period with their students so that students may visit them in their offices.

42. Student Class Representatives

Every class elects a representative for one semester. Class representative meetings are held on a regular basis. During these meetings students are informed about updated developments in the school, can express their problems and requests, and exchange opinions with the school authorities. Briefly, they should create a communication bridge between his/her class and the FLEPS Administration

43. FLEPS Assessment and Evaluation

Student evaluation in FLEPS is used as a tool in deciding on the targeted levels with the education program. Different methods and techniques are used while doing evaluation. Thus, knowledge of foreign language, skills and analytical thinking is evaluated in a reliable, unbiased and fair way. The purpose of evaluation is to inform student about his / her level of knowledge of language development, level of learning and realize his / her potential and moreover, help him / her to do self-evaluation. Furthermore, another aim of evaluation is to provide information for FLEPS education system, provide feedback for learning-teaching process, hence, and take part in improving quality in education.

Various methods are used in evaluation. Evaluation is based on the following items:

aims of language programs,

assigning levels,

identifying language proficiency,

centralized exam,

written and oral exam,

performance / presentation,

student's portfolio,

student's projects / reports / presentations,

student's homework.

44. EPS Assessment Breakdown

EPS Assessment Overview for All Levels

A1 • A2 • B1–B1+ • UB1

Assessment weightings by level

Assessment component	A1	A2	B1	UB1
Summative assessment total	75%	75%	75%	65%
Progress Test	20%	20%	20%	12%
Final Exam	45%	45%	45%	48%
Teacher Incentive	5%	5%	5%	5%
Reading and Language in Use Quizzes	5%	5%	5%	—
Formative assessment total	25%	25%	25%	35%
Paragraph Writing Quiz 1	5%	5%	5%	—
Paragraph Writing Quiz 2	8%	—	—	—
Editing of Paragraph Writing Quiz 2	2%	—	—	—
Essay Writing Quiz	—	—	10%	—
CIP Post Task Review	—	8%	—	—
Presentation or Presentation 1	8%	4%	8%	—
Peer and Self Assessment or P1	2%	1%	2%	—
Presentation 2 CIP	—	5%	—	—
Peer and Self Assessment P2	—	2%	—	—
Writing Assignment 1	—	—	—	7.5%
Writing Assignment 2	—	—	—	7.5%
Departmental Project 1	—	—	—	10%
Departmental Project 2	—	—	—	10%
Total excluding bonus	100%	100%	100%	100%
Efekta bonus additional to course total	Up to 5 points	Up to 5 points	Up to 5 points	Up to 5 points

UB1 proficiency contribution: 20% of the total EPSU010 course grade is added to the proficiency grade. This contribution is separate from the 100% course assessment total. From the 2026–27 Fall semester, absence from EPSU010 does not lead to failure of the course or to exclusion from the final exam or from Stage II of the Proficiency Exam.

For A1, A2, and B1, three Reading and Language in Use quizzes are administered; the best two scores count, each contributing 2.5 percentage points. A dash means the component is not used at that level. Efekta provides a bonus of up to 5 points for all four levels, in addition to the 100% course total.

Assessment tasks and timing

EPSA010 A1

Task	Weight	Timing	Requirements
Paragraph Writing Quiz 1	5%	Week 5	Descriptive paragraph on a daily routine or a place; 70–80 words.
Paragraph Writing Quiz 2 and editing	8% + 2%	Week 13	Personal narrative on a past experience; 100–120 words.
Presentation and peer and self assessment	8% + 2%	Week 14	Prepared presentation; 3–4 minutes.
Reading and Language in Use Quizzes	5% total	Weeks 5, 12, 14	Best two of three quizzes count.
Progress Test and Final Exam	20% / 45%	Weeks 8 / 15	Progress Test covers Weeks 1–7; Final Exam covers Weeks 1–14.
Teacher Incentive	5%	Throughout the course	As listed in the assessment breakdown.
Total	**100%**	**—**	**Summative assessment 75% + formative assessment 25%; excludes the Efekta bonus.**
Efekta bonus	Up to 5 points	—	Additional to the 100% course assessment total.

EPSA020 A2

Task	Weight	Timing	Requirements
Paragraph Writing Quiz 1	5%	Week 5	Personal profile or description of a place; 90–100 words.
Presentation 1 and peer and self assessment	4% + 1%	Week 7	Presentation describing a person or place. Week 6 preparation specifies 2–3 minutes.
CIP Post Task Review	8%	Week 13	Paragraph Writing Quiz 2; 130–150 words.
Presentation 2 CIP and peer and self assessment	5% + 2%	Week 14	Prepared presentation; 3–4 minutes.
Reading and Language in Use Quizzes	5% total	Weeks 5, 12, 14	Best two of three quizzes count.

Task	Weight	Timing	Requirements
Progress Test and Final Exam	20% / 45%	Weeks 8 / 15	Final Exam covers Weeks 1–14.
Teacher Incentive	5%	Throughout the course	As listed in the assessment breakdown.
Total	**100%**	**—**	**Summative assessment 75% + formative assessment 25%; excludes the Efekta bonus.**
Efekta bonus	Up to 5 points	—	Additional to the 100% course assessment total.

EPSB010 B1 to B1 Plus

Task	Weight	Timing	Requirements
Paragraph Writing Quiz	5%	Week 6	100–130 words.
Essay Writing Quiz	10%	Week 13	Opinion essay; 200–250 words.
Presentation and peer and self assessment	8% + 2%	Week 14	Structured presentation; 4–6 minutes.
Reading and Language in Use Quizzes	5% total	Weeks 5, 11, 14	Best two of three quizzes count.
Progress Test and Final Exam	20% / 45%	Weeks 8 / 15	Progress Test covers Weeks 1–7; Final Exam covers Weeks 1–14.
Teacher Incentive	5%	Throughout the course	As listed in the assessment breakdown.
Total	**100%**	**—**	**Summative assessment 75% + formative assessment 25%; excludes the Efekta bonus.**
Efekta bonus	Up to 5 points	—	Additional to the 100% course assessment total.

EPSU010 UB1 assessment

Component	Weight	Task or skill breakdown
Portfolio process	35%	Departmental Project 1: notes and presentation 10%; Departmental Project 2: notes and presentation 10%; Writing Assignment 1: outline 2.5% + editing 5%; Writing Assignment 2: outline 2.5% + editing 5%. Drafts are not assessed.
Progress Test	12%	End of Module 1. Part 1: Listening 3%, Writing 3%, Reading 3%. Part 2: Speaking 3%.
Final Exam	48%	End of Module 2. Part 1: Listening 12%, Writing 12%, Reading 12%. Part 2: Speaking 12%.
Teacher Incentive	5%	As listed in the assessment breakdown.
Total	**100%**	**Portfolio 35% + Progress Test 12% + Final Exam 48% + Teacher Incentive 5%.**
Efekta bonus	Up to 5 points	Additional to the 100% course assessment total.

45. UB1 task requirements and procedures

Departmental Projects include departmental visits or excursions and follow-up lessons. Portfolio work is assessed during the modules; the Progress Test and Final Exam are taken at the end of Modules 1 and 2 respectively.

Course performance targets: Module 1 writing 230–250 words; Module 2 writing at least 250 words; oral presentation at least 6 minutes; spoken interaction and spoken production at least 3.5 minutes each; reading texts at least 450 words; listening at least 3 minutes.

Make-up exams are available for the Progress Test and Final Exam, subject to a reasonable excuse or medical report provided within three days after the exam. There is no make-up for portfolio work. Dates are specified in the assessment calendar.

20% of the total EPSU010 grade is carried into the proficiency grade. From the 2026–27 Fall semester, absence from EPSU010 classes is not grounds for exclusion from the final exam or from Stage II of the Proficiency Exam. Efekta provides a bonus of up to 5 points, additional to the 100% EPSU010 course assessment total.

46. Responsible AI use in assessment

The EPS AI guidelines prohibit AI use in Progress Tests, Final Exams, Reading and Language in Use Quizzes, Paragraph and Essay Writing Quizzes, individual speaking assessments, presentation delivery, and peer and self assessment. Reflective tasks requiring students' own thinking also prohibit AI use. Any permitted support during preparation must follow the category assigned by the teacher.

Under the FLEPS Artificial Intelligence Policy every assessment is placed in one of four categories: Category 1, AI not permitted; Category 2a, limited AI use; Category 2b, AI use permitted with the AI Declaration Form; and Category 3, AI use required or evaluated. Instructors:

- classify each assessment, state its category in the syllabus and the assessment brief, and explain to students why each assessment has its AI rule;
- collect AI Declaration Forms where they are required, and use oral questioning or follow-up discussion where a student's understanding needs to be verified;
- review and edit any AI-generated teaching material for accuracy, tone and relevance before using it;
- never enter student names, ID numbers or grades, examination papers or assessment materials, or confidential institutional documents into public AI systems.

Suspected misuse is handled under the academic integrity procedure in Procedures and Principles.

47. Guidelines for Teaching and Learning at EPS

Progress Test

Progress Test is administered at the end of Modules 1 and 2, depending on the duration of the course (see assessment breakdown), and aims to evaluate the extent of learners' achievement of the intended learning outcomes (speaking, writing, reading, listening, grammar and vocabulary) of the corresponding modules. Therefore, the content of the Progress Test is aligned with the learning outcomes of the relevant module.

Accordingly, the test involves five sections: Listening (gap fill* and multiple-choice), Language in use (multiple-choice cloze test), reading (multiple-choice), writing (paragraphs or compositions depending on the level), and speaking (interaction and extended monologue). The test is administered as one sitting that lasts approximately 100 minutes.
The speaking section of the test is graded during the speaking sessions.

Writing and listening (Task 1) sections of these tests are graded during grading sessions after the exams; the rest of the sections are graded by the optic reader.

Writing and Speaking Criteria for Progress Test

At EPS, we have different sets of writing and speaking criteria for each level and/or module. While grading the writing papers and speaking performances of learners, we use the corresponding writing and speaking criteria to the aimed level of progress by the end of Module 1 of a course. For example, for EPS A2 course, we refer to the A2.1 outcomes while grading Progress Test 1 writing papers and assessing learners' speaking performances. The test specimens can be accessed at Syllabus Hub on Microsoft Teams.

Feedback Procedures & Tips for the Progress Test

One of the most important aims of the progress test is to see the extent of learners' progression toward the intended learning outcomes of a particular module. Therefore, it is of vital importance that we provide the necessary feedback and guidance to our students (individually and as a whole class) to overcome their weaknesses both immediately after the announcement of the results and in the course of the following module. This can be done through the following means:

Individual Feedback & Support

After the official announcement of the Progress Test results, we receive official forms that show the analysis of each class's performance in the exam as well as the students' writing papers.
Within 3 days after the announcement of grades, we need to provide the necessary feedback to our class and offer ongoing guidance and monitoring of progress. The following tips may help in identifying the areas which our students need to improve and providing the necessary guidance.

Tips for identifying whole group weaknesses

Whole Class Remedial Teaching

Identifying our individual students' strengths and weaknesses can also help us identify the areas where our class generally needs extra support. We can plan to work on these areas as a whole class.

Ways of supporting the whole class to overcome their weaknesses

In our courses, the intended learning outcomes of a module are built up on what has already/presumably been achieved in the previous module(s). In this respect, there is an ongoing (both implicit/explicit) recycling. After the identification of our classes' weaknesses, using the suggested materials (i.e., our textbooks), we can identify the points when these particular areas are being recycled and come up with ways of exploiting the suggested materials at these points and executing explicit- refocus lessons.

We can also use the supplementary materials in the ERC, online support materials of your choice, or the support materials of our course books.

During the teaching team meetings, we can share our ideas and experiences on ways of dealing with these weaknesses as well as the effective materials.

Please note that

Feedback on the achievement results should not be given during teaching hours. However, office hours and the SSSC hours can be used provided that a maximum of 2 students see their writing papers at the same time.

Students should not be allowed to make any changes to the papers.

Please make a note of those who (including the ones who submitted a petition) are still unhappy with the results so that a re-evaluation can be done.

Please specify which part of the exam the student wants to be re-evaluated as WRT=writing, LIST=listening on the re-evaluation column.

Please remind your students that re-evaluation means re-grading which may result in a lower grade as well. Also, note down 'NO' if the student is satisfied on the re-evaluation column.

Make sure that the students sign the list.

Teaching partners can share the papers to speed up the feedback process.

In-term Speaking Exam

The in-term Speaking Exam is administered at the end of Module 2 and aims to evaluate the extent of learners' progress toward the intended learning outcomes (at speaking) in Modules 1 and/or 2, again depending on the duration of the course. Therefore, the content of the in-term speaking exam is aligned with the learning outcomes of Modules 1 and/or 2. In-term speaking exams involve 3 tasks. All the students take the test in pairs. These tests are graded during the exam by the assessors and the interlocutors. The tests are recorded. The speaking test formats for each level can be accessed at the FLEPS web page.

Criteria for In-term Speaking Exams

At EPS, we have different sets of in-term speaking exam criteria for those levels which have a progress test speaking component. While grading, we use the corresponding criteria to the aimed level of progress by the end of Module 1 of a

course. For example, for the EPS A2 course, we use “A2.1”. The speaking exam criteria can be accessed at the FLEPS web page.

One of the most important aims of the in-term speaking exams is to see the extent of learners’ progression within the intended learning outcomes. Therefore, it is of vital importance that we provide the necessary feedback and guidance to our students (individually and as a whole class) to overcome their weaknesses both immediately after the announcement of the results and in the course of the following module. This can be done through the following means:

Feedback & Support
During the exam, the assessors fill in a feedback form for each student indicating the strengths and the weaknesses of the student. After the official announcement of the exam results, we receive these feedback forms.
Within three days, we need to provide the necessary feedback to individual students in our class and offer ongoing individual guidance and monitoring of their progress. The following tips may help in identifying the areas in which our students need to improve and providing the necessary guidance for improvement in our students' speaking skills.

Ways of supporting individual students to become better at speaking in English
Appoint certain office hours specifically for the students who have got grades lower than 60% and help them individually or in pairs and monitor their progress.
During the SSSC hours, have the students who have got grades lower than 60% do some speaking activities in the recording/speaking room, listen to their recording, and provide feedback
Assign extra recording tasks on the Online Component for the students who have got grades lower than 60%, listen to their recordings, and provide feedback
Draw up a personal study plan together with the student and monitor their progress.
Revisit the idea of learners’ reflection on their own progress via the biography part of the EPS Portfolio; help the learner set his/her learning goals and monitor their progress
Encourage the students to join the “speaking clubs”
Please note that individual feedback on the exam results should not be given in the teaching hours.

The Final Exam
The final exam makes up different percentages depending on the duration of the course (see Assessment Breakdown for further information) and is administered at the end of each course. The aim is to evaluate the extent of learners’ achievement of the intended learning outcomes (speaking, writing, reading, listening, grammar and vocabulary) of the whole course. Therefore, the content of the final exam is aligned with the learning outcomes of each course (see course descriptions for each course).

The test is administered in two sittings. Part 1 involves four sections: Listening (gap fill and multiple choice), Writing (paragraphs or compositions depending on the

level), Language in use (multiple-choice cloze test), and Reading (multiple choice), and Part 2 is the speaking Exam. Speaking exams involve 3 tasks. All the students take the test in pairs.

Writing and listening (Task 1) sections of the test are graded during grading sessions after the exams. The Speaking Section is graded during the exam by the assessors and the interlocutors. The tests are recorded.

Writing & Speaking Criteria for the Final Exam
At EPS, we have different sets of writing and speaking criteria for each level. While grading the Final Exam writing papers or the speaking exam, we use the corresponding criteria to the aimed level of progress by the end of each course. For example, for the EPS A2 course, we use "A2". The criteria can be accessed on Microsoft Teams.
Notes:
There is a make-up for the progress test, in-term speaking exam, and the final exam.
To be able to sit a make-up exam, students have to submit a petition to the secretary within three working days following the exam administration date.

48. Summer School

English Preparatory School no longer runs a summer term: the six-week summer term introduced in 2024–25 was discontinued after 2025, because six weeks could not cover a full CEFR level. Students who do not complete a level continue it in the following semester.

49. International Exams

Our school is an accredited examination centre for a number of international exams, including TOEFL iBT, IELTS, and TOLES. We are also in the process of accreditation for Linguaskill and PTE Academic. Students can get more information about these courses or the brochures from the Foreign Languages Division Secretary, or from secretaries or the Student Counselling, Development and Research Centre at the English Preparatory School Division.

50. ELECTRONIC MEDIA

Microsoft Teams

There are online platforms for all kinds of correspondence. FLEPS Administration, Administrators, the FLEPS Council, and FLEPS Teams issue announcements and communicate with instructors through Microsoft Teams and e-mail. All syllabus-related communication is conducted via Microsoft Teams. Additionally, teachers create Microsoft Teams groups for their classes, where communication and resource sharing are carried out effectively with students.

Learning Management System

The University's learning management system at emuonline.emu.edu.tr hosts course materials, assignments, and online tasks for FLEPS courses. Teachers use it to make materials available to their classes, to set and collect online tasks, and to record the online components of in-class assessment. Access is through university credentials.

FLEPS Website

It is our website where all information regarding EMU FLEPS can be found. The following information can be accessed via this website:

Announcements related to courses,

Information regarding exemptions,

Student's handbook,

Announcements to students,

Academic Calendar

Portal and Staff Portal for Academic Staff

Academic staff can find and update personal information from the Portal (newportal.emu.edu.tr) and from staffportal.emu.edu.tr. Academic staff can also access information about the following:

Personal Information

Staff Information

Student information

Academic Information

Semester Course Review

Course Letter Grade Form

Exam Schedule

Online Registration

Telephone Directory

Student Portal

Students can find and update personal information on the Student Portal. They can also find the following information on their Portal:

Course Timetable,

Information about financial condition,

Announcements made at the university,

Request for freezing registration,

Attendance,

Informal transcript,

Lecture notes,

Student Club Membership,

Assistance for Students

Students can contact School Administration for electronic help and support via the contact form on school website. They can get answers to their questions during and out of the working periods.

51. WORKING AT FLEPS

Working Hours

The working hours of full-time academic staff members are from 8:00-17:00.

Working Load

The working load of the full-time academic staff involve:

- teaching those scheduled hours assigned by the FLEPS Administration in accordance with the EMU by-laws and collective agreements,
- holding weekly tutorial hours (office hours) for every class taught,
- attending Teaching Team and/or any institutional meetings as required,
- fulfilling other educationally related duties as and when required (such as working groups),
- adhering to the working hours laid down by the university.

Administrative and Other Duties

The administrative and other duties of the full-time academic staff involve:

- ensuring that in all Proficiency-related invigilations there will be a minimum of two teachers in class, and teachers from the Foreign Languages Division will also be assigned for these duties,
- posting a timetable, showing the time, place, and subject of all scheduled responsibilities (including classes, tutorial hours, meetings, and courses) and submitting copies of this timetable to the secretary / the FLEPS Administration as required,

- being punctual for and fulfilling all scheduled duties, including examination-related duties, registration, etc., and performing these duties with due care,
- following teacher absenteeism procedures, informing the school in advance in the case of absence, and submitting requisite medical reports promptly on return, and in any case within three days,
- performing educationally related tasks when required,
- ensuring not to be involved in any activity which will provide income, including giving private tuition to any FLEPS student / other,
- ensuring that not to come to work under the effect of alcohol or drug use. If such an action happens, disciplinary action will be taken by the FLEPS Administration,
- ensuring not to sell anything to staff/students,
- ensuring not to disclose confidential information about school-related issues (e.g. decisions taken / information shared within a team or circulating test papers, announcing test results before being authorised by the FLEPS Administration,
- ensuring that exam results are announced on the portal after the post-moderation process is completed,
- not using FLEPS property (e.g. photocopy machine/printer) for personal purposes,
- taking care of FLEPS buildings, common rooms, classes, offices, facilities and equipment. Broken / damaged chairs and/or any other problematic furniture, tools or devices in the classrooms must be reported to the EPS Administrator immediately,
- ensuring that all the electric devices (e.g. lights, air condition, computer, etc.) are switched off before leaving the classrooms / offices / buildings,
- not smoking inside FLEPS buildings,

Teaching-Related Issues

The teaching-related responsibilities of the full-time academic staff involve:

- preparing lessons according to the course curriculum and outline,
- ensuring that materials and resources are ready on time,
- ensuring that classes start and end on time,
- ensuring that the students are aware of instructional aims and objectives,
- involving all learners through the use of a variety of interaction and task types,
- ensuring that students are actively engaged in the learning process as much of a lesson as possible,
- giving clear instructions and explanations at an appropriate level and pace,
- monitoring student work, checking understanding, and adapting the lesson accordingly,
- ensuring that students have opportunity to practise newly taught skills and language,
- maximizing the use of English in the classroom and minimizing reliance on the mother tongue,
- forming a professional, objective and supportive relationship with students,
- identifying students' strengths, weaknesses, interests and problems and trying to help them in these respects,

- setting, marking, returning, and providing feedback on student homework and projects as agreed by the Syllabus Team,
- keeping up-to-date attendance and entering the students' attendance,
- participating actively and constructively in compulsory training sessions and orientations,
- checking emails daily in order to receive information from the teaching teams/ FLEPS Administration on time,
- visiting the FLEPS Website regularly in order to maintain a high awareness of developments and procedures at the school,
- communicating with students, colleagues, and the FLEPS Administration in a positive, constructive and courteous manner,
- dressing, appearing and acting at school in such a way as to ensure respect from students, colleagues, support staff and visitors, and to take into account in this regard cultural sensitivities,
- being sensitive to the needs of office mates in terms of such matters as having a quiet and tidy environment in which to work,
- adhering to regulations concerning school resources and resource centres, and to treat all resources and equipment with due care,
- contributing to the efficiency of meetings by being punctual, constructive, relevant, brief, and supportive of the chairperson,
- maintaining a professional approach to all work-related matters, and actively helping minimise personal disputes, rumours, etc.,
- representing the school professionally and supportively both to students and to other interested parties.

52. PROCEDURES & PRINCIPLES

53.Applying for Posts

Vacant posts on the organisational chart are filled as set out in Appointment to Positions on the Organizational Chart, earlier in this handbook: the assistant directors announce vacant middle-management positions on Microsoft Teams (an e-mail is also sent), applications are evaluated against criteria set by the FLEPS Administration, and the results are communicated to all academic staff.

54.Complaints, Requests and Grievances

Requests concerning buildings, rooms, furniture and equipment are made on the General Request Form, available from the secretary's office (see Responsibilities Regarding Buildings).

A member of staff who wishes to raise a concern, problem or complaint about their work, their working conditions, their treatment by a colleague or a manager, or a decision of the School that affects them follows the FLEPS Employee Grievance Policy and Procedures:

- try first to resolve the matter informally, or with your coordinator, team leader or Assistant Director;
- if it is not resolved, raise it with the Director, verbally or in a written grievance letter to the Director's secretary — or, in confidence, directly to the Director;
- a written grievance is acknowledged within 3 working days; the Director appoints an impartial investigator, who reports within 20 working days, and you receive a written decision;
- you may appeal in writing to the Vice Rectorate in charge of Academic Affairs within 10 working days of the decision; a grievance about the Director goes directly to the Vice Rectorate.

You may be accompanied by a colleague at any meeting held under the policy, and no member of staff is disadvantaged for raising a grievance in good faith. The route to Eaquals is described under Accreditation. A concern about a student's safety or welfare is not a grievance: follow the Safeguarding and Student Welfare procedure below.

Responsibilities Regarding Buildings

All members of staff are responsible for looking after EPS buildings, facilities and equipment. If there are broken/damaged chairs in your classrooms, report the details immediately to the Administrator through the General Request Form available from the secretary's office. If you witness any incident taking place, try to identify who the students are and then write an incident report and submit it to the FLEPS Administration. If all staff are firm in dealing with misbehaviour, this will greatly help to establish a calm and orderly atmosphere within the school. If you notice anyone acting suspiciously in the buildings, inform the security guards immediately. Students and strangers are not allowed to enter the Educational Resources Centre (ERC), team rooms or the meeting rooms. FLEPS buildings are designated non-smoking. All staff members are required by law to maintain the no-smoking rule.

Calling for Ambulance

In case of students experiencing medical problems during class hours or in the school, if there is a need to call an ambulance, teachers may call themselves or ask the secretaries to call for an ambulance; however, if a teacher makes the call themselves, they need to inform the Secretaries and/or someone from the FLEPS Administration. Otherwise, it may not be possible to follow up on the student's treatment and inform the necessary parties (parents, hospital, Higher Administration, etc.)

Safeguarding and Student Welfare

If a student tells you something that worries you, or you are concerned about a student's safety or welfare, follow the FLEPS Safeguarding and Student Welfare Procedure, approved by the FLEPS Council on 23 October 2026. Act, do not investigate: receive what the student tells you, respond without promising an outcome, record it the same day on the welfare concern record form, refer it to the designated contact, and review how the student is getting on.

- **Immediate risk to life or safety:** the emergency services and the university Security Office, then the Assistant Director for Student and Administrative Affairs of your division.
- **A student's mental health or emotional well-being:** the Student Counselling, Development and Research Centre, or the university Psychological Counselling, Guidance and Research Centre.
- **A student's physical health:** the university Health Centre.
- **Bullying, harassment or discrimination affecting a student, or anything you are unsure about:** the Assistant Director for Student and Administrative Affairs of your division.
- **The conduct of a member of staff towards a student:** the Director — do not raise it with the person concerned. A concern about the Director goes to the Vice Rectorate responsible for Academic Affairs.

The designated contacts, as listed in Appendix C of the Safeguarding and Student Welfare Procedure, are:

- **Assistant Director, Student and Administrative Affairs — EPS:** Filiz Kavaz, room 214, ext. 0392-6301470, filiz.kavaz@emu.edu.tr
- **Assistant Director, Student and Administrative Affairs — FL:** Fulya Atilla, room FL101, ext. 0392-6301529, fulya.atilla@emu.edu.tr
- **Student Counselling, Development and Research Centre:** Yonca Aybay, room PREP 09, ext. 0392-6302261, yonca.aybay@emu.edu.tr
- **Director:** Mutlu Kale, room 212, ext. 0392-6301374, mutlu.kale@emu.edu.tr
- **University Psychological Counselling, Guidance and Research Centre (PDRAM):** ext. 0392-6302251, counsel.pdram@emu.edu.tr
- **University Health Centre:** ext. 0392-6302200
- **University Security Office:** ext. 0392-6301444
- **Emergency line (fire):** 199

Welfare records are confidential personal data: they are not kept in teaching files or circulated by e-mail. No one is penalised for raising concern in good faith.

Academic Integrity: Procedure for Staff

Breaches of academic integrity are dealt with under the academic integrity sanctions ladder approved by the FLEPS Council on 23 October 2026, which is set out for students in the Student Handbook. Who decides at each level:

- **Level 1:** the instructor decides and keeps a note in their own course record; it is reported to no one unless it recurs.
- **Level 2:** the instructor decides, in consultation with the course organiser or unit leader; the Assistant Director for Student and Administrative Affairs records it; the student is told in writing.
- **Level 3:** the Assistant Director for Academic Affairs decides on the instructor's written report and records it; the student is told in writing and the Director is informed.

- **Level 4:** the Director decides on a written report and refers the case to the university under its student disciplinary regulation.

Procedure. Keep the evidence (the work, the source, the invigilator's report or the AI declaration) without annotating the original. At Level 2 and above, report the case in writing to the Assistant Director within three working days of identifying it; the student is invited to explain, in person or in writing, before a decision is taken. The decision, the reason and the evidence relied on are recorded and the student is informed in writing. Before deciding, the Assistant Director checks for a previous recorded breach, since a repeat moves the case up the ladder. Where a breach is found in an examination, the invigilator records it in the invigilator's report at the time and the paper is retained with the report.

Records of academic integrity cases are confidential, are held by the Assistant Director for Student and Administrative Affairs under the FLEPS Data Protection Policy and Procedures, and are not kept in teaching files. Each semester the Assistant Directors report to the Senior Leadership Team, in anonymised and numerical form, the number of cases at each level and the components in which they arose.

Recruitment

We endorse in full the policy statement of our university's Equal Opportunity in employment. The school's staff development and recruitment and selection policies are based on good equal opportunities practice. Our university's recruitment policy and procedures are clearly outlined in the EMU website.

Our school's Equal Opportunities Policy applies to the selection of candidates for teacher recruitment and any other extra responsibility position within the school. We clearly announce the procedures for application and screening. Please refer to the Equal Opportunities Policy section (in this handbook).

55. Renewal of Contracts

Academic staff who would like to renew their contract should write a letter of request for the renewal at least two months before the contract expires to the FLEPS Administration.

56. Staff Files

All academic staff's files are kept in the room of the FLEPS Director and in the HR Directorate. In the Staff Files, photocopies of identity cards, photocopies of diploma(s), certificate(s) of training courses, photocopies of appointment letters, petitions, medical reports, letters of explanation, etc. are available.

57. References and Testimonials

Instructors can receive a reference letter by contacting the FLEPS Director either in Turkish or in English for any kind of purpose (applying for a new job, studying in master's

programs/courses / applying for scholarships, etc.). A certificate of appreciation is presented to the instructors by the FLEPS Administration who have extra responsibilities within the university or school at the end of each academic year or when they leave the position.

58. Disciplinary Issues

To ensure the required implementation of the training and management services in the university, depending on the nature and severity of the condition, one of the disciplinary sanctions provided in the EMU Academic Staff Disciplinary Regulations is applied to the academic staff who do not fulfil the duties imposed by the regulations, those who create defects while performing their duties, those who do not comply with the mandatory compliance, and those who prohibit the doer of action and behaviour. EMU Academic Staff Disciplinary Regulations are available at (mevzuat.emu.edu.tr).

59. Termination of Employment

Academic staff who would like to terminate their contract should write a letter of request for the termination of their contract. FLEPS Administration is obliged to finalize the termination procedures within 90 days following completion of the procedures of termination stated in the EMU Rules and Regulations, Chapter 6, Article 16 by the relevant academic staff.

60. STUDENT-RELATED ISSUES

Student Affairs Team

Students studying in FLEPS can contact the Student Affairs Team in order to report any problems regarding school (lessons, exams, other students or teachers) and find an answer to all their school-related questions.

Attendance

Students' attendance is compulsory. A student not attending 20% of the classes and/or not fulfilling the requirements of the course for assessment will receive an NG or fail grade (nil grade). Reasons for absenteeism (health reports, visa procedures, passport renewal, immigration procedures, etc.) are all included in the absenteeism limit. Attendance is taken on 'staffportal.emu.edu.tr' for each lesson. Students are strongly advised to bring course books during lectures, as students without books will be recorded in the attendance record sheet as absent.

EPSU010 (UB1): from the 2026–27 Fall semester, students in EPSU010 do not fail the course because of absence, and absence is not grounds for exclusion from the English Proficiency Exam Stage II. Attendance is still recorded for monitoring, student support and academic advising.

Announcing Exam Results

Exam results are announced within 5 working days. Students can see their exam results on their portal.

Rights and Rules for Exams

Students should be in their assigned exam rooms at least 10 minutes before the start of the exam, as the ID checking process should be completed. Any students who are not on the list are not allowed to sit for exams but should be referred to the Administrative Affairs Office in EPS building – 2nd floor – PREP 215. If there are any students without any original ID cards or passports, they are not allowed to sit the exam. They can write a petition for the make-up exam. Students should use a pencil only when marking their answers on the optic answer sheets.

Objections to Exam Results

If demanded, documents related to any exams or assessments involved in semester grades are shown to the student by the relevant academic staff within a week of announcing the results.

Student, who would like to object to any in-term or end-of-semester exam scores or other pieces of assessment, can fill in a "Rescoring Request Form" in three working days of announcing the results by going to the secretary. The related body evaluates the request within a maximum of five working days. Students, in question, can learn the results for their grade objections from the secretary. Evaluation may result in a positive/negative way or there might be no change in the score/s.

Petitions and Complaints

Students can write a petition in the secretary's office about issues such as taking a make-up exam, or complaints regarding classes, buildings, any service provided in school (i.e. transportation), teacher or another student in order to get answers.

All petitions, whatever their subject, are finalised within 5 days. A student who is not satisfied with the School's response may take a matter concerning the quality of the School's services to Eaquals, as set out in the Student Handbook.

Disciplinary Issues

Within the university, "EMU Student Disciplinary Regulations" are followed for any student disciplinary incident. Detailed information on this issue can be found on mevzuat (https://mevzuat.emu.edu.tr/5-2-Yonetmelik-OgrenciDisiplin.htm).

61. FACILITIES AT FLEPS

Student Self Study Centre (SSSC)

SSSC consists of four different areas:

The Multimedia Area

Students can watch DVDs, do their projects, and practice English on computers.

The Consultancy Area

Students can borrow graded readers, watch the news and documentaries on TV, watch the latest films on DVDs, read daily newspapers and magazines, photocopy, and get printouts. If any student needs help, they can ask for help at the consultancy desk.

The Self Study Area

Students can have tutorials with their teacher(s), study for exams with language materials, practice speaking and record their voice alone or with friends.

Educational Resources Centre (ERC)

The Educational Resource Centres, located in the English Preparatory School and Foreign Languages Division, offer a wide variety of rich resources and photocopiable materials for teachers applicable for the effective teaching of any subject. They also serve teachers with internet research on computers, printing, photocopying, and laminating.

There are photocopy machines to photocopy extra materials and to print out anything related to education. Most of the materials are on open shelves, and some resources are stored, as all teachers may borrow books and available materials from the ERCs.

The ERCs are not just places where teachers borrow books to be used as reference or for professional development; they are also places where teachers come together and share their materials or handouts with each other. There are also comfortable armchairs and sofas where teachers can sit and socialize with each other while enjoying a cup of tea. There are always responsible ERC members who are ready to help teachers from 8.00 am till 17.00 p.m. At the beginning of each Academic Semester, all the course books and CDs are distributed to the academic staff in the ERCs. It can be clearly stated that they are not centres where teachers can benefit from different things. While they serve as little libraries, they also give teachers the opportunity to have informal 'caring and sharing experiences' even during photocopying.

Student Counselling, Development & Research Centre

In English Preparatory School, beside the main entrance door on the ground floor, our centre offers academic support, open-door counselling, and information services for our students, organising seminars on various topics, researching with the aim of getting to know our students and providing them with a better environment. Our centre plays an active role in the orientation process. We have a student counsellor and peer counsellors at our centre.

Academic Support Counselling

The Student Counsellor supports our students to improve their academic achievement by identifying their study habits, making a study plan, identifying problems in the learning process, developing effective reading, writing and listening skills, as well as overcoming exam anxiety. Our centre also organises seminars for this purpose.

Open Door Counselling

Our students can consult the student counsellor, Asst. Prof. Dr. Yonca Aybay (office on the ground floor), to share their individual, daily problems that they cannot cope with, and they can

share their problems in a comfortable and confidential environment. They can make an appointment with our peer counsellors in our centre on the ground floor.

Information Counselling

Our peer counsellors in our centre answer all questions of our students regarding the English Preparatory School (EPS) or other units of our university. Our students can receive guidance and orientation services from our Student Guidance, Development and Research Centre located on the ground floor

Cafeterias

There is a small café on the first floor of EPS which also provides hot and cold drinks, snacks and toast to students and teachers during school working hours. The café at EPS is well worth visiting to experience the friendly atmosphere between students and teachers during break times.

62. EXTRA CURRICULAR ACTIVITIES (ECA) OFFERED TO STUDENTS AT FLEPS

The Extra Curricular Activities (ECA) aim to give valuable opportunities for students to grow and develop their individual potential. Through students' participation in ECA, they can learn to communicate, to cooperate with other people and to enrich their life experiences. It enables students to get to know different cultures and learn to respect individual differences as well. We strongly believe in learning through authentic life experiences besides books. In addition, collaboration between students and teachers in extra-curricular activities, outside the class environment, helps them relax, be happy, and thus be more productive.

Clubs and Activities

Being a student club plays an important role in a student's academic life since it helps them improve themselves in the fields of sport, music and art and get experience of working together and cooperatively. Drama, music, dance, conversation, sightseeing, journalism, film, animation, media, photography, chess, and various other sports activities are organised via these clubs. Students are also given the chance to demonstrate their achievements through public performance during the academic year. Besides the clubs, activities, seminars, trips, tournaments and other social activities are offered to EPS students.

Community Involvement Projects (CIP)

Each semester, Community Involvement Projects focus on different topics are voluntarily carried out by students together with the instructors. Some projects are as follows:

Discovering Turkish Cypriot Culture

The aim of the 'Discovering Turkish Cypriot Culture' Community Involvement Project is for our students to learn and experience the traditions and culture of Northern Cyprus. By learning about Northern Cyprus, students will be able to integrate into the local community more easily,

build friendships, share information about their own cultures, and develop their own skills and abilities. Overall, this project provides students with the opportunity to increase their awareness of Turkish Cypriot culture and compare it with their own culture.

Rainbow

The aim of the 'Rainbow' Community Involvement Project is to derive students' awareness about the environment and to create the feeling of responsibility towards our society and environment; also to take an active role in a project that would make our environment a better place to live.

I Love Books

The aim of the 'I Love Books' Community Involvement Project is to raise awareness of the importance of books.

63. EMERGENCIES

For any emergency, health- or security-related, call the EMU emergency line, 1444 (0392 630 1444 from mobile phones), which is open 24/7.

An ambulance can be called on 112.

The police can be contacted at 155

For the fire department: 199

For university security: 0392 6301444

Evacuation. In an emergency the emergency button glass must be broken to alert everyone in the building. Academic staff are responsible for helping students leave the building safely, taking their valuables, by the emergency exit route to the nearest assembly point.

First aid. First-aid boxes are kept in the secretary's office, where the list of the first aid team is also posted.

IMPORTANT TELEPHONE NUMBERS

All EMU phone numbers (extensions) can be called by adding **0392 630** in front of the extension numbers.

EPS STUDENT AFFAIRS TEAM	1112
EPS SECRETARY'S OFFICE	2153
FL SECRETARY'S OFFICE	2423

STUDENT COUNSELING, RESEARCH AND DEVELOPMENT CENTRE	2261
EPS SSSC	2177
EPS CANTEEN	2157
FL CANTEEN	1239
FLEPS FAX NUMBER	2324
EPS ASSISTANCE	https://fleps.emu.edu.tr/en/contact
WEBSITE	http://fleps.emu.edu.tr
EMU CENTRAL	1111
EMU SECURITY	1444
EMU HEALTH CENTRE	2200

64. 2026-2027 ACADEMIC CALENDAR

EPS ASSESSMENT CALENDAR 2026-2027 FALL SEMESTER					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
WEEK 0	**7 Sept**	**8 Sept**	**9 Sept**	**10 Sept**	**11 Sept**
		PROF. EXAM STAGE 1		**PROF. EXAM STAGE II**	**PROF. EXAM SPEAKING**
WEEK 0	**14 Sept**	**15 Sept**	**16 Sept**	**17 Sept**	**18 Sept**
WEEK 1	**21 Sept**	**22 Sept**	**23 Sept**	**24 Sept**	**25 Sept**
	CLASSES COMMENCE				
WEEK 2	**28 Sept**	**29 Sept**	**30 Sept**	**1 Oct**	**2 Oct**
WEEK 3	**5 Oct**	**6 Oct**	**7 Oct**	**8 Oct**	**9 Oct**
WEEK 4	**12 Oct**	**13 Oct**	**14 Oct**	**15 Oct**	**16 Oct**
WEEK 5	**19 Oct**	**20 Oct**	**21 Oct**	**22 Oct**	**23 Oct**
WEEK 6	**26 Oct**	**27 Oct**	**28 Oct**	**29 Oct**	**30 Oct**
				NATIONAL HOLIDAY	

WEEK 7	**2 Nov**	**3 Nov**	**4 Nov**	**5 Nov**	**6 Nov**
WEEK 8	**9 Nov**	**10 Nov**	**11 Nov**	**12 Nov**	**13 Nov**
	EXAM WEEK	**EXAM WEEK**	**EXAM WEEK**	**EXAM WEEK (GRADING)**	**EXAM WEEK (GRADING)**
WEEK 9	**16 Nov**	**17 Nov**	**18 Nov**	**19 Nov**	**20 Nov**
	CLASSES RESUME	**MAKE-UP EXAM**	**MAKE-UP EXAM**		
WEEK 10	**23 Nov**	**24 Nov**	**25 Nov**	**26 Nov**	**27 Nov**
WEEK 11	**30 Nov**	**1 Dec**	**2 Dec**	**3 Dec**	**4 Dec**
WEEK 12	**7 Dec**	**8 Dec**	**9 Dec**	**10 Dec**	**11 Dec**
WEEK 13	**14 Dec**	**15 Dec**	**16 Dec**	**17 Dec**	**18 Dec**
WEEK 14	**21 Dec**	**22 Dec**	**23 Dec**	**24 Dec**	**25 Dec**
					CHRISTMAS DAY **LAST DAY OF CLASSES**
WEEK 15	**28 Dec**	**29 Dec**	**30 Dec**	**31 Dec**	**1 Jan**
	EXAM WEEK	**EXAM WEEK**	**EXAM WEEK**		**NEW YEAR'S DAY**
WEEK 16	**4 Jan**	**5 Jan**	**6 Jan**	**7 Jan**	**8 Jan**
	FINAL EXAM (GRADING)	**FINAL EXAM (GRADING)**		**MAKE-UP EXAM**	**MAKE-UP EXAM**
WEEK	**11 Jan**	**12 Jan**	**13 Jan**	**14 Jan**	**15 Jan**

17					
	PROF. EXAM (STAGE I - FOR POST- GRAD.)	PROF. EXAM (STAGE II)	PROF. EXAM (SPEAKING)	PROF. EXAM (GRADING)	PROF. EXAM (GRADING)
WEEK 18	18 Jan	19 Jan	20 Jan	21 Jan	22 Jan
				GRADUATION CEREMONY	PROF. EXAM (STAGE I) FOR NEW REGISTERED

This is a tentative assessment calendar and subject to any change when/if necessary.

	EPS ASSESSMENT CALENDAR 2026-2027 SPRING SEMESTER				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 0	25 Jan	26 Jan	27 Jan	28 Jan	29 Jan
		PROF EXAM STAGE II	PROF EXAM SPEAKING		
WEEK 0	1 Feb	2 Feb	3 Feb	4 Feb	5 Feb
				CLASSES COMMENCE	
WEEK 1	8 Feb	9 Feb	10 Feb	11 Feb	12 Feb
WEEK 2	15 Feb	16 Feb	17 Feb	18 Feb	19 Feb
WEEK 3	22 Feb	23 Feb	24 Feb	25 Feb	26 Feb
WEEK 4	1 Mar	2 Mar	3 Mar	4 Mar	5 Mar
WEEK 5	8 Mar	9 Mar	10 Mar	11 Mar	12 Mar
	RAMADAN BAIRAM EVE	HOLIDAY (RAMADAN BAIRAM)	HOLIDAY (RAMADAN BAIRAM)	HOLIDAY (RAMADAN BAIRAM)	
WEEK 6	15 Mar	16 Mar	17 Mar	18 Mar	19 Mar

WEEK 7	**22 Mar**	**23 Mar**	**24 Mar**	**25 Mar**	**26 Mar**
WEEK 8	**29 Mar**	**30 Mar**	**31 Mar**	**1 Apr**	**2 Apr**
	EXAM WEEK	**EXAM WEEK**	**EXAM WEEK**	**EXAM WEEK (GRADING)**	**EXAM WEEK (GRADING)**
WEEK 9	**5 Apr**	**6 Apr**	**7 Apr**	**8 Apr**	**9 Apr**
	CLASSES RESUME	**MAKE-UP EXAM**	**MAKE-UP EXAM**		
WEEK 10	**12 Apr**	**13 Apr**	**14 Apr**	**15 Apr**	**16 Apr**
WEEK 11	**19 Apr**	**20 Apr**	**21 Apr**	**22 Apr**	**23 Apr**
					NATIONAL HOLIDAY
WEEK 12	**26 Apr**	**27 Apr**	**28 Apr**	**29 Apr**	**30 Apr**
WEEK 13	**3 May**	**4 May**	**5 May**	**6 May**	**7 May**
			SPRING FESTIVAL	**SPRING FESTIVAL**	**SPRING FESTIVAL**
WEEK 14	**10 May**	**11 May**	**12 May**	**13 May**	**14 May**
WEEK 15	**17 May**	**18 May**	**19 May**	**20 May**	**21 May**
	HOLIDAY (KURBAN BAIRAM)	**HOLIDAY (KURBAN BAIRAM)**	**HOLIDAY (KURBAN BAIRAM & NATIONAL HOLIDAY)**		
WEEK 16	**24 May**	**25 May**	**26 May**	**27 May**	**28 May**
					LAST DAY OF CLASSES

WEEK 17	**31 May**	**1 June**	**2 June**	**3 June**	**4 June**
	EXAM WEEK	**EXAM WEEK**	**EXAM WEEK**	**FINAL EXAM (GRADING)**	**FINAL EXAM (GRADING)**
WEEK 18	**7 June**	**8 June**	**9 June**	**10 June**	**11 June**
		MAKE-UP EXAM	**MAKE-UP EXAM**	**PROF. EXAM (STAGE II)**	**PROF. EXAM (SPEAKING)**
			PROF. EXAM (STAGE I - FOR POST- GRAD.)		**GRADUATION CEREMONY**
WEEK 19	**14 June**	**15 June**	**16 June**	**17 June**	**18 June**
	PROF. EXAM (GRADING)	**PROF. EXAM (GRADING)**		**PROF. EXAM (STAGE II) MAKE-UP**	**PROF. EXAM (STAGE II) MAKE-UP**

This is a tentative assessment calendar and subject to any change when/if necessary.

65.Job Descriptions

This section sets out the current job specification and job description of the posts on the organisational chart that EPS staff hold or work most closely with: the Director and the School Council; the EPS Student and Administrative Affairs posts; the EPS Academic Affairs (Testing and Syllabus) posts; and the school-wide Institutional Effectiveness, Quality Improvement and Accreditation (IEQIA), Continuous Professional Development (CPD) and Strategic

Communications units. As set out under Appointment to Positions on the Organizational Chart, the job description of a post is also shared when the post is announced.

Director, FLEPS

Title:	Director of FLEPS
Accountable to:	The Rector, Eastern Mediterranean University
Accountable for:	Assistant Directors of FLEPS and Director Coordinators
Duration:	The Director is appointed for a period of 3 years with the recommendation of the Rector and approval of the Board of Trustees. The Director can be re-appointed upon the expiration of his/her term of office. (EMU FLEPS Establishment, Operation and Working Principles By-Law, 14(2))

Mission Statement

In order to achieve, maintain, and guarantee confidence in the highest international quality standards, the EMU FLEPS Director is to provide vision, leadership, coordination, accountability, and advocacy for school-wide institutional assessment and quality improvement processes. The Director is in charge of developing, evaluating, and improving techniques, concepts, and systems that cover all aspects of institutional effectiveness and quality improvement. The Director is dedicated to advancing institutional effectiveness and understanding of and capacity for quality improvement at all levels of the school. The Director works closely with the senior leadership, his coordinators and administrator to identify the core causes of institutional development and effectiveness problems, identify performance gaps, and support the execution of the necessary solutions. The Director offers leadership, vision, and training in the planning and execution of all operations to guarantee the school complies with set quality standards and is capable of handling special conformity assessment tasks required for receiving international accreditation. The Director is dedicated to establishing a school-wide, evidence-based, data- and metric-driven institutional tracking, monitoring, and management culture and attitude in order to achieve this goal. Finally, the Director is responsible for overseeing the creation and administration of suitable data management systems that support strategic planning and policy-making processes.

Core Values

- Promoting a culture of innovation, quality improvement, and evidence-based service excellence,
- Explaining why quality is important in facilitating a flawless student and teacher experience, establishing consensus, and motivating others to act quickly on quality execution,
- Encouraging, supporting, and empowering staff to be dedicated to quality assurance and improvement throughout the school,
- Encouraging and supporting the professional growth of FLEPS Academic Staff by improving their expertise in institutional effectiveness and quality enhancement through ongoing training, workshops, seminars and mentorship programs,

- Encouraging a work atmosphere where innovation and originality are valued and rewarded to open doors for process improvement and service excellence, benefiting all the stakeholders,
- Respecting and encouraging the various abilities, initiative, and leadership of FLEPS staff,
- Behaving professionally and with decency towards FLEPS staff,
- Believing that teamwork and collaboration with academic staff lead to greater success,
- Respecting the talents, objectives, and accomplishments of FLEPS staff,
- Encouraging and assisting all senior leadership members and coordinators in taking charge of the growth and advancement of their workforce,
- Motivating and assisting FLEPS staff in taking charge of the achievement process,
- Creating and maintaining connections of integrity with FLEPS staff in order to foster trust and mutual understanding,
- Working to make it easier for FLEPS staff to feel valued, encouraged, and driven throughout the quality journey.

Job Specification

Qualifications

- Holding Ph.D. degree in the relevant field and/or working at least 10 successful years in the institution
- Very good knowledge of English
- Open to innovation regarding language teaching and learning
- Good knowledge language teaching and learning on an international level
- Awareness of FLEPS student & teacher profile

Training

- Not applicable

Experience

- working at least 10 successful years in the institution
- holding different ERP positions

Skills

The post holder demonstrates:

- an excellent example of professional standards and leadership,
- a professional rapport with students and staff that has their respect,
- the highest ethical and professional behaviour and standards when working with students, parents, FLEPS staff and the whole university,
- using effective presentation skills when addressing students, staff and parents including appropriate vocabulary and examples, clear and legible visuals and articulate audible speech,
- serving as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility and demonstrating pride in the education profession and encouraging teachers to do the same,

- using excellent written and oral English/Turkish skills when communicating with students, staff or parents,
- a strong commitment to leading high-caliber teams and applying continuous improvement techniques throughout the school,
- empowering staff to achieve goals through management of staff and individual and team development,
- the ability to think strategically and make judgments that benefit the entire by having a thorough understanding of how the parts affect the total,
- thorough familiarity with the organization's strategic plan, goals, and objectives, as well as its policies and procedures,
- strong strategic management abilities to grasp the wider picture and have strong management insight,
- knowledge of quality control ideas, institution standards, and methods in-depth,
- strong leadership abilities in making challenging decisions logically and rationally, displaying the capacity to collaborate with management teams and engage and motivate teams in matrixed environments,
- expertise in enhanced metrics management,
- a thorough understanding of assessment, research design, statistical techniques, and the collection, analysis, and interpretation of data,
- a solid grasp of learning theory and efficient methods for instruction, evaluation, and educational research,
- thorough familiarity with the concepts and procedures of educational and organizational assessment,
- the capacity to create, analyze, and create suggestions that could affect the school's programs and policies,
- advanced abilities in short- and long-term planning, coordination of several tasks, and sophisticated problem-solving,
- effective project management and execution abilities, including the capacity to oversee multiple projects and set priorities as necessary,
- expertise in recognizing quality problems and discrepancies and managing them efficiently and proactively in a courteous, adaptable, and constructive way,
- excellent computer and analytical abilities, including the capacity to create, analyze, summarize, and present complicated data to a variety of stakeholders,
- advanced abilities in overseeing cross-functional teams and projects for quality improvement or leading organizations for quality control and analysis,
- a thorough awareness of international quality control standards and laws to enable adoption of best-in-class procedures and drive initiatives for continual improvement,
- a continual passion for communicating the value of quality in facilitating easy student and teacher experiences, forging consensus, and motivating others to act quickly to execute quality,
- advanced interpersonal communication abilities to connect successfully with other stakeholders, including cross-functional peers and more senior management levels, through negotiation and collaboration,

- outstanding interpersonal and communication abilities with the capacity to interact with a wide range of internal and external stakeholders at all levels of the school,
- superior attention to detail and collaborative skills,
- exceptional multitasking and complexity management skills,

Capability to lead large/complex programs, collaborate across a variety of organizations and teams, and establish strong, trusted connections,

Strong people management competencies,

- outstanding interpersonal skills to foster a motivating team environment.

Values & Attitude

The FLEPS Director is dedicated to the School's goals for service excellence, makes ongoing investments in teachers, and is dedicated to become a sought-after employer. Since he is concerned with the needs of each teacher's personal growth and social wellbeing as well as the wants and expectations of the students, he pays close attention to the staff and students' needs and expectations. Additionally, he promotes cooperation and cross-generational engagement among teachers through joint work. He respects the unique talents, initiative, and leadership of FLEPS instructors. In order to build and maintain trust with instructors through responsible behaviors and sincere connections, he treats teachers, staff, and students with decency and professionalism. Furthermore, he honors the distinctive qualities that teachers offer to their work and believes in change and lifelong learning. He also recognizes cultural and individual distinctions. Last but not least, he makes sure that all learning initiatives champion and reflect EMU FLEPS's culture, values, diversity, equity, and inclusion agendas.

Job Description

Job Summary

The Director is accountable for providing vision, leadership, coordination, accountability, and advocacy for institutional assessment efforts, including but not limited to outcomes assessment measures and other School data analysis. The position holder must apply sophisticated understanding of planning principles, institutional research methodology, complex statistical analyses, survey design and administration, and best outcome evaluation procedures. The job entails building models for institutional effectiveness and methodical frameworks that can be utilized on a regular basis to assess and reevaluate the organization's effectiveness and, when necessary, make the appropriate adjustments. The position calls for strong quality ownership, strategic planning skills, and the ability to think strategically throughout the whole service development life cycle. Last but not least, the position holder directs, supervises, and coordinates the inquiry, analysis, and reporting requirements to guarantee that the school complies with established quality standards and is capable of performing particular conformity assessment tasks in order to receive international accreditations.

Duties

Administration

- having responsibility for the day-to-day management and teaching and learning in the Foreign Languages and English Preparatory School,

- offering and developing a vision for FLEPS in line with the whole EMU Strategic Plan,
- managing discipline in FLEPS consulting Assistant Directors over more serious issues,
- managing, evaluating and supervising effective and clear procedures for the operation and functioning of FLEPS consistent with the philosophy, mission, values and goals,
- nurturing both students and staff to achieve their greatest potential academically and instructionally,
- managing the budget of FLEPS,
- overseeing and monitoring the use of resources and the maintenance of equipment and materials,
- ensuring Health and Safety Regulations are observed and reviewed,
- drawing up and updating a Strategic Plan for FLEPS in line with the whole university Strategic Plan,
- overseeing FLEPS academic curriculum,
- ensuring departmental schemes of work, policies and routines are updated and followed,
- liaising with the Assistant Directors and Coordinators,
- supervising in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of FLEPS,
- notifying immediately the Higher Administration, appropriate personnel and other agencies when there is evidence of substance abuse, severe medical or social conditions, potential suicide,
- keeping the Higher Administration advised of employees not meeting their contractual agreement,
- researching and collecting data regarding the needs of students and other pertinent information,
- assuming responsibility for the health, safety and welfare of students, staff and visitors,
- developing clearly understood procedures and provide regular drills for emergencies and disasters,
- completing in a timely fashion all records and reports as requested by the Higher Administration,
- communicating with the Higher Administration regularly for the needs, successes and general operation of FLEPS,
- establishing procedures for safe storing and integrity of all public and confidential school records,
- protecting confidentiality of records and information gained as part of professional duties and use discretion in sharing such information within legal confines,
- attending required committee meetings and University functions,
- holding FLEPS Council meetings.

Teaching and Learning

- allocating teaching responsibilities keeping abilities, experiences and development needs of staff in mind,
- ensuring high standards of teaching and learning are maintained within FLEPS,
- establishing and promote high standards and expectations for all students and staff for academic performance and responsibility for behaviour,

- ensuring continuity and coherence of curriculum development,
- ensuring student assessment is accurate, fair and ongoing and performance information is used to inform planning,
- establishing procedures for evaluation and selection of instructional materials and equipment, approving all recommendations,
- providing in-service continuous training for teachers on different subjects and especially on the effective use of technology in the classroom and student centeredness so that they can provide better education to students.

Staff

- maintaining a positive, cooperative and mutually supportive relationship with the staff,
- leading and mentoring FLEPS staff,
- keeping the staff informed and seeking ideas for the improvement of FLEPS,
- conducting meetings, as necessary, for the proper functioning of the School (care-share meetings, general staff meetings, etc.),
- closely monitoring the work of FLEPS staff,
- reviewing performance and development of the school through annual cycle of appraisals,
- organizing and chairing regular meetings with Senior Leadership and staff,
- ensuring appropriate cover work is set in the event of staff absence.

Marketing

- contributing materials regularly for the university newsletters and publicity materials, liaising with Registrar's Office, Promotion Office and International Office,
- maintaining visibility with students, teachers, parents and the Higher Administration,
- using social media (facebook, instegram) to promote school and also to announce the school activities in general.

Collaboration and Accreditation

- developing close links with other national and international universities in North Cyprus as well as with universities throughout the world,
- creating collaborations to exchange students and teachers and do cooperative research,
- obtaining international accreditations to raise the school's standards, increase its visibility, and give students access to an international education.

People to work with (across FLEPS)

The whole FLEPS

People to work with (across the university)

Deans and Directors of the Faculties and Schools

Rector's Office, Administrative Departments

School Council, FLEPS

Accountable to: The Director, FLEPS

The responsibilities of the FLEPS Council are:

- determining the education, research and publication activities of the school, settling the planning and programming the rules of the activities,
- preparing the investment and budgetary proposals of the school,
- presenting opinion on matters brought up by the FLEPS Director regarding School Administration,
- fulfilling other duties assigned by the regulation and the FLEPS Director.

Assistant Director, EPS Student and Administrative Affairs

Title: Assistant Director, EPS Student and Administrative Affairs

Accountable to: Director, FLEPS

Accountable for: Student Affairs and Administrative Affairs Unit

Duration: Minimum 1 year with a shadowing period of 1 semester

Departing the position: Upon vacating the position, the post holder is required to:

- Transfer all relevant data, including passwords, resources, exam templates, student record files, and contact databases to the incoming post holder.
- Organize a comprehensive handover orientation, detailing:
- All student and administrative workflows including exam processes, attendance tracking, exemption protocols, student petitions, disciplinary processes, and communication procedures.
- The current academic calendar, list of active class representatives, student seminar plans, status of ongoing or upcoming student activities, and follow-up items related to guidance and support referrals.
- Key administrative systems in use (e.g., EPS portal entries, room allocations, timetable templates, and student information forms).
- Access credentials and overview of tools and databases used for test administration, certificate preparation, student handbook updates, and EPS website.
- Provide a list of all pending tasks and critical dates including student feedback cycles, calendar release deadlines, EPS Staff exam duties, and handbook updates.
- Be available for follow-up questions and clarifications for at least one academic term to ensure a seamless transition and operational continuity.

Mission Statement

The mission of the Student and Administrative Affairs Unit is to ensure a smooth, responsive, and student-centered administrative system that supports both students and staff in the English Preparatory School.

The Core Values

The core values are to

- foster transparency, consistency, and student well-being.

- efficient and ethical administration.
- encourage, support, and empower both students and staff through responsive service.
- monitor, encourage, and help resolve student and administrative issues proactively.
- value and develop constructive communication and effective problem-solving.
- treat all stakeholders with respect and fairness.
- believe that administrative excellence supports academic success.
- build and sustain a collaborative and organized educational environment.

Job Specification

Qualifications

Must-have:

- A relevant degree in Education, Management, or related fields
- Excellent command of English
- Strong communication and organizational skills

Nice-to-have:

- Prior leadership or administrative experience in higher education
- Familiarity with FLEPS systems and policies

Training

- Institutional orientation training
- Ongoing professional development in educational administration and leadership

Experience

- 3+ years of professional experience in a similar role

Skills

The post holder must be able to demonstrate,

- Strong organizational and planning skills
- Effective interpersonal and communication skills
- Problem-solving and decision-making abilities
- Ability to manage multiple tasks and deadlines

Values & Attitude

Active, approachable, committed, cooperative, constructive, organized, patient, positive.

Job Description

Job Summary

- Reporting to the Director of FLEPS, in close collaboration and partnership with coordinators and administrative staff, the Assistant Director for Student and Administrative Affairs is responsible for planning, implementing, and supervising student services and administrative operations within the English Preparatory School.

- The job holder is responsible for managing all student-related processes, from orientation to disciplinary issues, student petitions, attendance tracking, and student engagement activities.
- The position is responsible for overseeing and ensuring the smooth execution of all administrative logistics including timetabling, exam organization, classroom allocations, research assistant assignments, and student record-keeping.
- The job holder is also responsible for supervising test administration processes, the preparation of academic calendars, and the publication of the EPS student handbook and certificates.
- The role requires proactive communication, excellent planning skills, problem-solving capabilities, and a high level of accountability to coordinate multiple stakeholders and support continuous quality improvement in administrative and student services.

Duties

Role #1: Student Affairs

This role involves:

- Leading orientation programs, class rep meetings, student seminars, and engagement activities
- Acting as the primary point of contact for student concerns and disciplinary matters
- Managing student petitions (exam objections, make-up exam requests, etc.)
- Overseeing extracurricular activities and student community building
- Supporting student attendance, behavior, and well-being with instructors
- Providing academic and psychological guidance referrals
- Managing student-related communication through official EPS channels
- Supervising exemption decisions and calculating attendance limits
- Ensuring the proper collection and filing of student forms and contracts
- Coordinating student feedback and surveys

Role #2: Administrative Operations

This role involves:

- Coordinating timetables, classroom assignments, and exam organization
- Managing research assistant duties and class group arrangements
- Supervising the academic and activities calendar, student handbook updates
- Ensuring the smooth daily logistics of EPS operations
- Overseeing instructor-group assignments and portal entries
- Maintaining up-to-date EPS website and documentation
- Supervising preparation of certificates and evaluation procedures
- Ensuring accurate student records are maintained

Role #3: Test Administration

This role involves:

- Supervising in-term, proficiency, and make-up test administration
- Assigning exam duties to staff and managing invigilator reports
- Monitoring staff guidelines and communications related to exams

- Archiving all exam-related documentation

People to work with (within the unit)

- Student Affairs and Administrative Affairs Office staff
- Instructors
- Unit assistants and administrative officers

People to work with (across FLEPS)

- Director and Assistant Directors
- Curriculum, and Testing Units
- Student Services and University administrative offices

Quality Assurance & Improvement

A. Continual evaluation, reflection, and action on improving the quality of the services

- Planning: Planning unit tasks collaboratively before each semester based on prior evaluations
- Communicating: Communicating the updated plans to relevant stakeholders
- Executing: Executing plans via defined responsibilities in job descriptions
- Monitoring: Monitoring services regularly and collecting structured feedback
- Evaluating and re-planning (of the new cycle): Evaluating feedback to inform next-cycle improvements and role adjustments

B. Professional Needs Analysis & Addressing of Needs

- Assessing personal and unit-wide PD needs through evaluation data
- Planning and implementing professional development
- Communicating development needs to the Director and relevant authorities

Coordinator, EPS Student Affairs Team

Title: EPS Coordinator for Student Affairs Unit

Accountable to: EPS Assistant Director responsible for Student and Administrative Affairs.

Accountable for: EPS Student and Administrative Affairs Unit Members

Duration: 1 year with a shadowing period of 1 semester.

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

The mission of the Student Affairs Team (SAT) is to support students' academic and social development by providing guidance, organizing activities, managing attendance and petitions, and ensuring open communication across departments.

Our Core Values

The core values are:

- To provide timely and student-centered support.
- To foster student success through cooperation and communication.
- To encourage, support and empower student participation and feedback.
- To monitor, encourage and help students manage academic challenges.
- To value and develop strong connections with academic and administrative units.
- To treat all individuals with empathy, fairness, and respect.
- To believe clear and open communication leads to successful student engagement.
- To build and sustain inclusive and supportive learning environments.

Job Specification

Qualifications

Must-have:

- 3+ years' experience in student affairs
- Experience coordinating student services and petitions
- Excellent communication and organizational skills

Nice-to-have

- Familiarity with exam registration platforms
- Experience working with Registrar's Office, Counseling Center, and other student support services

Training

- Regular meetings with EPS administration and academic affairs
- Institutional orientation training
- Ongoing professional development in educational administration and leadership

Experience

- 3+ years of professional experience in a similar role

Skills

- Teamwork
- Managing performance
- Decision-making
- Developing others
- Positive student interaction
- Hosting and guiding students

Values & Attitude

Active, analytical, approachable, committed, cooperative, constructive, patient, positive, unbiased

Job Description

Job Summary

Reporting to the EPS Assistant Director for Student and Administrative Affairs, in collaboration with SAT staff, the Coordinator is responsible for ensuring the effective management of student-related services including registration, attendance, petitions, and activity planning. The coordinator also acts as the communication bridge between students and administrative bodies.

Duties

Role #1 – Student Guidance & Support

- Informing and guiding students through the registration and petition process
- Listening and supporting students with academic or personal issues
- Managing absenteeism and making decisions regarding leave requests

Role #2 – Communication & Announcements

- Handling announcements for students and staff
- Responding to sudden requests from departments
- Organizing orientation and seminars in English, Turkish, Arabic, and Persian

Role #3 – Activities & Events

- Organizing social, cultural, and educational activities
- Liaising with external bodies for permissions (e.g., hospital, police)
- Managing student elections and meetings with class reps

Quality Assurance

This role involves,

- setting up and maintaining a quality structure to ensure that the school's services, infrastructure, staff, practices, systems, and policies meet internal, external, local and international quality requirements and expectations
- overseeing all quality assurance functions across the school, working with the other unit/team leaders to deliver high-quality services
- leading the application and promotion of quality principles and quality improvement methodologies to the overall development cycle of quality improvement interventions and management activities
- evaluating services and processes from a strategic level to ensure that services meet the quality, integrity, and functionality of external and internal stakeholders' needs
- defining and implementing improvement projects that will yield new or improved testing methods, practices, processes, clearly defined roles and responsibilities, tools, systems and metrics

People to work with (within the unit)

- Computer Operator

- Teachers
- Research Assistants
- Administrative Officer
- Exam Administration Team

People to work with (across FLEPS)

- Promotion Team
- Secretaries
- Student Counselling Office

Quality Assurance & Improvement

Continual Evaluation:

- Regularly monitors attendance and student service feedback
- Coordinates meetings and adjustments based on evolving needs
- Updates documents such as SAT Booklet, Handbooks, and EPS Brochure
- Analyzes petitions and exam objections for procedural consistency

Professional Development:

- Reflects on SAT needs and communicates PD requirements to Assistant Director
- Trains and supports SAT team member(s)
- Planning: Before the start of each academic semester, the coordinator plans the unit's work with the unit members and the assistant director based on the evaluation of the previous year's accomplishments.
- Communicating: The renewed work plan is then communicated to all units with whom the unit works in collaboration and to all stakeholders involved (e.g., academic and administrative staff).
- Executing: The plan is implemented as indicated by the roles, responsibilities, and work procedures included in the unit coordinator's and members' job descriptions.
- Monitoring: The unit's services are regularly monitored, and the necessary feedback is collected from the stakeholders involved in the planned and scheduled way (e.g., mid- and end-of-term feedback collection mechanisms).
- Evaluating and re-planning (of the new cycle): The feedback from the stakeholders benefiting from the unit's services is then analysed and evaluated to plan revisions as the next steps to improve the unit's services. Such revisions might also require amendments to the roles and responsibilities

B. Professional Needs Analysis & Addressing of Needs

The EPS Coordinator for Student Affairs Unit is responsible for continuously reflecting on both personal and team development needs to ensure high-quality service provision to students. This includes:

- Identifying needs based on recurring issues raised in student petitions, absenteeism cases, and feedback from orientation meetings, class representatives, and student elections.

- Collecting and analyzing feedback from students and colleagues through formal and informal communication channels such as epsassist emails, face-to-face meetings, and end-of-semester reports.
- Engaging in regular collaboration with the EPS Assistant Director to align professional development goals with institutional priorities and to advocate for team-specific training.
- Attending PD workshops focused on student wellbeing, communication strategies, digital tools for managing registration/attendance, and event planning.
- Updating SAT documentation and resources (e.g., the SAT Booklet, EPS Handbook) based on insights from the Professional Needs Analysis cycle.This reflective and data-informed approach ensures the SAT unit evolves responsively and is equipped to meet the diverse and dynamic needs of the EPS student body.

Member, EPS Student Affairs Team

Title: Student Affairs Team Member (EPS Division)

Accountable to: Assistant Director of EPS Student and Administrative Affairs; Coordinator of EPS Student and Administrative Affairs

Accountable for: EPS Students

Duration: Minimum 3 years with a shadowing period of 1 semester

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

The mission of the EPS Student Affairs Team is to act as a key channel between students and the EPS Administration and faculty, ensuring high levels of student satisfaction by providing guidance and support regarding all academic student-related issues, maintaining healthy communication, and being accessible through multiple platforms such as emails, phone, and face-to-face interactions.

Our Core Values

- Commitment to maintaining constant communication with students.
- Prioritization of student satisfaction and well-being.
- Provision of accurate guidance and timely responses.
- Support for resolving academic and administrative issues efficiently.
- Emphasis on empathy, responsiveness, and professionalism.
- Assurance of fairness and respect in all student interactions.

- Belief in strong communication as the foundation for student success.
- Promotion of efficient, student-centered services.

Job Specification

Qualifications

Must-have excellent communication skills, problem-solving abilities, and understanding of academic procedures. In addition to this, leadership and collaboration experience.

Training

- continuous development via weekly meetings with the Assistant Director and Coordinator.

Experience

- Team members have 1-2 academic years of experience in the role.

Skills

Strong communication, computer literacy, time management, teamwork, leadership, and problem-solving.

Values & Attitude

Empathetic, patient, responsive, cooperative, student-oriented, detail-oriented, and committed.

Job Description

Job Summary

The EPS SAT member is responsible for managing student petitions, objections, attendance issues, exemptions, orientation programs, and student support services. The role requires proactive communication, document handling, and coordination with other teams to ensure smooth academic operations and student satisfaction.

Duties

Role #1: Petition and Communication Management

- Handle student petitions related to exemptions, attendance, illness, and other academic matters.
- Communicate with students via email, phone, and Teams.
- Maintain petition records, and respond within two working days.

Role #2: Exam and Attendance Management

- Deal with objections to exam results.
- Organize and document make-up exams.
- Collect and record attendance weekly, maintain absenteeism files.

Role #3: Orientation and Event Coordination

- Conduct general orientation sessions in multiple languages.
- Organize seminars on well-being and academic success.
- Distribute informative materials to students.

Role #4: Information and Record Keeping

- Update exemption records and keep records of all kinds of petitions.
- Prepare and distribute student handbooks.
- Send announcements and manage class representative processes.

People to work with (within the unit)

- Coordinator of EPS Student Affairs
- Assistant Director of EPS Student Affairs
- Fellow SAT members

People to work with (across FLEPS)

- Computer Operator
- Secretaries
- Teachers
- Registration Office
- Student Counselor
- Administrative Officer

Quality Assurance & Improvement

A. Continual evaluation, reflection, and action on improving the quality of the services

- Planning: Before the start of each academic semester, … plans the unit's work with the unit members/coordinators/assistant directors based on the evaluation of the previous year's accomplishments.
- Communicating: The renewed work plan is then communicated to all units with whom the unit works in collaboration and to all stakeholders involved (e.g., academic and administrative staff).
- Executing: The plan is implemented as indicated by the roles, responsibilities, and work procedures included in the unit coordinator's and members' job descriptions.
- Monitoring: The unit's services are regularly monitored, and the necessary feedback is collected from the stakeholders involved in the planned and scheduled way (e.g., mid- and end-of-term feedback collection mechanisms).
- Evaluating and re-planning (of the new cycle): The feedback from the stakeholders benefiting from the unit's services is then analysed and evaluated to plan revisions as the next steps to improve the unit's services. Such revisions might also require amendments to the roles and responsibilities (i.e. requiring modification on JD documents).

B. Professional Needs Analysis & Addressing of Needs

- SAT members prepare surveys to evaluate unit performance.
- PD needs are identified from evaluation results and shared with the PD unit.
- Surveys are conducted at the end of the academic year for planning future actions.

Coordinator, EPS Administrative Affairs Team

Title: English Preparatory School, Administrative Affairs Coordinator

Accountable to: Assistant Director of EPS Student and Administrative Affairs

Accountable for: Overall coordination, supervision, oversight, and quality assurance of all exam administration processes and team members.

Duration: Minimum 3 years with a shadowing period of 1 semester

Departing the position: Upon vacating the position, the post holder is required to:

- Transfer all relevant data, including passwords and resources, to the incoming post holder.
- Organize a comprehensive handover orientation detailing workflows, responsibilities, and systems.
- Provide follow-up support to ensure a smooth transition and continuity of operations.

Mission Statement

The Administrative Affairs Coordinator ensures the fair, secure, and efficient planning, coordination, and implementation of all assessments at the English Preparatory School. The Coordinator upholds academic integrity, supervises exam-related teams, oversees workflows, and ensures alignment with institutional policies and international standards to maintain a reliable and supportive testing environment.

Our Core Values

- Academic honesty and ethical conduct
- Equal and unbiased treatment of all students
- Confidentiality and integrity of exam materials
- Diligence, accuracy, and accountability
- Timely and organized execution of exam tasks
- Collaborative communication
- Supportive and accessible exam environment
- Continuous improvement and evaluation

Job Specification

Qualifications

Must-have:

- Ability to manage, track, and audit exam documents and procedures
- Strong scheduling, room allocation, and workflow planning abilities
- Competent in using LMS systems, tannoy system, databases
- High discretion when handling sensitive data
- Ability to manage time-sensitive or unexpected issues
- Strong collaboration skills across academic and administrative units
- Strong understanding of fairness and transparency in assessment

Nice-to-have:

- Calm under pressure
- Highly dependable and punctual
- Ethical and trustworthy

- Flexible and adaptive to change

Training

- Relevant training in leadership, exam administration, or educational operations is desirable.

Experience

- Minimum 3 years of teaching or exam administration experience at EMU EPS.

Skills

- Leadership & team coordination
- Decision-making and problem solving
- Managing change and crisis response
- Time management
- Organizational planning (Plan–Do–Review)
- Communication skills
- Cultural awareness
- High accuracy in documentation

Values & Attitude

- Ethical conduct and transparency
- Respectful communication
- Calm behavior during peak exam periods
- Punctuality and responsibility
- Student-focused mindset
- Flexibility and adaptability
- Strong teamwork and collaboration

Job Description

Job Summary

Reporting to the Assistant Director of EPS Student and Administrative Affairs, the Administrative Affairs Coordinator oversees the planning, coordination, supervision, and secure implementation of all exams conducted at EPS. The Coordinator leads the exam administration team, ensures standard procedures are followed, manages workflows, supervises logistics, oversees documentation and data processes, and ensures high levels of academic integrity, efficiency, and communication throughout the entire exam cycle.

Duties

Role 1: Leadership & Pre-Exam Coordination

- Lead the Administrative Affairs and Testing Teams
- Approve invigilator duty lists and ensure fair distribution
- Oversee scheduling of exams and allocation of rooms
- Ensure preparation of envelopes, answer sheets, logistics, and materials
- Supervise readiness of sound systems and recording devices
- Coordinate with computer operators for data and access

- Approve and release exam announcements and guidelines

Role 2: Supervision of On-the-Day Administration

- Supervise distribution, collection, and attendance processes
- Oversee tannoy announcements and live operational instructions
- Ensure unified timing and synchronized listening exams
- Handle disruptions, student issues, or technical problems
- Support invigilators and ensure protocol compliance

Role 3: Post-Exam Oversight

- Supervise collection and organization of all exam materials
- Ensure proper archiving and safeguarding of documents
- Coordinate re-evaluation requests and grade updates
- Approve statistical reports and exam summaries
- Oversee make-up exam administration

Role 4: Quality Assurance & Development

- Lead evaluation and improvement of exam workflows
- Chair meetings on procedural enhancements
- Provide recommendations to senior leadership
- Implement updated procedures when needed

People to work with (within the unit)

- Testing Team
- Student Affairs Team

People to work with (across FLEPS)

- Assistant Directors
- Secretaries
- Computer Operators
- Teachers
- Students
- Registrar's Office

Quality Assurance & Improvement

A. . Ongoing Evaluation & Process Improvement

- Planning: Design and review exam cycle workflows
- Communicating: Coordinate stakeholders via digital and in-person briefings
- Executing: Ensure smooth logistical and procedural implementation
- Monitoring: Track participation, disruptions, and technical issues
- Evaluating and re-planning (of the new cycle): Lead post-exam review meetings

B. Professional Needs Analysis & Addressing of Needs

- Identify training needs of team members
- Request resources or support from administration
- Propose structural or procedural improvements

Member, EPS Administrative Affairs Team

Title: English Preparatory School, Administrative Affairs Team Member

Accountable to: Assistant Director of EPS Student and Administrative Affairs; Coordinator of EPS Student and Administrative Affairs

Accountable for: EPS Teaching Staff and Students

Duration: Minimum 3 Years with a shadowing period of 1 Semester

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

The Administrative Affairs Unit member of the English Preparatory School is committed to ensuring the fair, secure and efficient planning, coordination and implementation of all assessments. The mission of the unit member is to uphold Academic integrity and provide a consistent and supportive testing environment that accurately reflects student learning and performance. Through clear communication, strict confidentiality and adherence to institutional policies and international standards, the unit member aims to facilitate high-quality exam administration.

Our Core Values

The Core Values of the Administrative Unit Member are:

- To maintain the highest standards of academic honesty and ethical conduct in all aspects of exam administration.
- To ensure equal and unbiased treatment of all students by upholding transparent, consistent, and impartial examination processes.
- To ensure the confidentiality and integrity of all examination materials and procedures through strict adherence to institutional protocols.
- To perform the duties with diligence, accuracy, and accountability, reflecting a strong sense of responsibility and commitment to quality.
- To strive for the timely and organized execution of exam-related tasks to support a smooth and stress-free experience for both students and faculty.
- To work closely with instructors, administrative teams, and students to ensure effective coordination and communication before, during, and after exams.
- To create a supportive exam environment that considers student needs, accessibility, and academic development.

- To evaluate and refine the practices to enhance the effectiveness and reliability of the exam administration process.

Job Specification

Qualifications

- Ability to manage and track exam documents, attendance, and results.
- Capable of scheduling exams, booking rooms, and coordinating invigilation effectively.
- Competent in using learning management systems (LMS),tannoy system, databases.
- Demonstrates discretion when handling sensitive information such as exam papers, results, and student data.
- Able to manage last-minute changes, student issues, and technical problems calmly and efficiently.
- Works collaboratively with academic and administrative staff to ensure smooth exam operations.
- Understands the importance of student support and fairness in assessment settings.

Desirable Personal Attributes

- Calm under pressure, especially during peak exam periods
- Highly dependable and punctual
- Ethical and trustworthy
- Flexible and adaptive to change

Training

- Not applicable

Experience

- 3 years of teaching experience at EMU EPS
- Teaching experience at various levels
- Good use of electronic equipment

Skills

Leadership and General skills

- Drive
- Team working
- Developing Self/Others
- Analyzing and Decision Making
- Managing change
- Insight
- Time management
- Problem solving
- Student Focus
- Personal Integrity
- Managing Performance
- Gaining Commitment

Operating skills

- Listening and sharing
- Organizational skills (Plan, Do & Review)
- Cultural awareness

Values & Attitude

- Maintaining the highest standards of honesty and ethical conduct.
- Ensuring the assigning exam related duties are equal and transparent.
- Checking all exam related documentation to prevent errors.
- Demonstrating precision in exam scheduling, record-keeping and data entry.
- Communicating respectfully with students and colleagues.
- Maintaining a calm behaviour especially during high-stress exam periods.
- Fulfilling responsibilities of punctuality.
- Working effectively with team tembers, instructors and administrative staff.
- Responding to unexpected situations (e.g: student issues, exam disruptions) calmly and effectively.
- Showing flexibility in adapting to changes in schedules, procedures or technologies.
- Supports students by providing clear information and guidance related to exams.<

Job Description

Job Summary

Reporting to the Assistant Director of EPS Student and Administrative Affairs, in close collaboration with the Testing Unit, Curricular Team, Computer Operators, and Secretaries, the AAT Member is responsible for organizing, coordinating, and ensuring the smooth and secure implementation of all exams held at EPS. This includes the planning and execution of all exam-day operations, archiving, grade entry coordination, and re-evaluation processes. The job holder oversees all logistics, communication, documentation, and data processes related to EPS assessments, maintains standardized procedures, and ensures academic integrity and efficiency throughout the exam cycle.

Duties

Role 1: Pre-Exam Planning

- Prepare exam duty lists and assign invigilators fairly
- Coordinate exam schedules and room arrangements
- Organize envelopes, answer sheets, and necessary exam documents
- Ensure sound systems and recording devices are tested and ready
- Collaborate with computer operator for grade entry access and student data
- Publish exam announcements and communicate procedures to staff

Role 2: On-the-Day Administration

- Supervise all exam logistics (distribution, collection, attendance control)
- Operate tannoy system and communicate live instructions
- Ensure synchronization of start/end times and centralized listening tasks
- Troubleshoot problems and manage unexpected situations

Role 3: Post-Exam Duties

- Collect and organize completed exam materials and reports
- Ensure optical mark sheets are scanned, results entered
- Store, archive, and safeguard all assessment documentation
- Facilitate re-evaluation and grade updates when needed
- Submit statistical reports and exam summaries
- Organize and administer make-up exams

Role 4: Continuous Development

- Attend relevant meetings, seminars, and training
- Offer recommendations for procedural improvements
- Review exam processes and implement changes when needed.

People to work with (within the unit)

- Testing Team
- Student Affairs Team
- Curricular Team

People to work with (across other units)

- Assistant Directors
- Secretaries
- Computer Operator
- Teachers
- Students
- Registrar's Office

Quality Assurance & Improvement

A. Leading, continual evaluation, reflection, and action on improving the quality of the services

- Planning: Design and review workflows for each exam cycle
- Communicating: Coordinate with all stakeholders via digital and in-person briefings
- Executing: Ensure smooth operation of logistics and responsibilities
- Monitoring: Track participation, technical issues, disruptions
- Evaluating and re-planning (of the new cycle): Post-exam meetings to assess performance and refine procedures

B. Professional Needs Analysis & Addressing of Needs

- Reflect on training needs and request resources or support
- Participate in team reflection and collaborative development
- Suggest structural changes to enhance performance and reliability

Leader, EPS Extra-Curricular Activities Team

Title:	ECA Team Leader
Accountable to:	Assistant Director for Student and Administrative Affairs
Accountable for:	Coordination, supervision, and quality assurance of ECA activities and team members

Duration: Minimum 3 years with a shadowing period of at least one month for the incoming post holder

Departing the position: Upon vacating the position, the post holder is required to:

- Transfer all relevant documents, digital archives, passwords, contact lists, event templates, certificates, and promotional materials to the incoming member.
- Organize a comprehensive handover orientation including:
- Ongoing and planned ECA projects, student and teacher engagement strategies, budget status, and activity calendar.
- An overview of club responsibilities, active volunteers, social media accounts, and the status of reports.
- Introductions to key internal and external stakeholders (e.g., club leaders, SAT members, administrative staff, and university activity centre contacts).
- Remain available to provide support and clarification for at least one month to ensure continuity and smooth operation.

Mission Statement

To support the holistic development of students by organising high-quality, inclusive, multicultural, and sustainable extracurricular activities that enrich the academic and social environment at FLEPS.

Our Core Values

Student engagement, inclusiveness, multiculturalism, sustainability, professional integrity, collaboration, creativity, respect for all.

Job Specification

Qualifications

Must-have:

- Strong organizational and leadership skills
- Ability to coordinate multiple tasks and team members
- Strong communication and interpersonal abilities
- Creativity in event planning
- Commitment to inclusiveness, multiculturalism, and respect for all

Nice-to-have:

- Experience in digital promotions
- Background in student affairs or event management
- Familiarity with budgeting and administrative procedures

Training

- Relevant training in leadership, event management, or educational administration is desirable.

Experience

- Minimum two years of experience in extracurricular organization, event coordination, or similar roles within educational settings.

Skills

- Leadership
- Team coordination
- Time management
- Digital content oversight
- Communication
- Problem-solving
- Decision-making

Values & Attitude

- Professionalism
- Responsibility
- Initiative
- Respect for diversity
- Commitment to sustainability and community engagement

Job Description

Job Summary

The ECA Team Leader is responsible for coordinating, supervising, and ensuring the effective implementation of all extracurricular, social, and cultural activities carried out by the ECA Unit. The Leader oversees team members, maintains communication across units, ensures quality and consistency in events, and aligns all activities with FLEPS policies and student engagement objectives.

Duties

Role #1 – Leadership & Coordination

- Lead, supervise, and support ECA team members
- Organize planning and follow-up meetings
- Allocate tasks and monitor performance
- Mentor the following team member and ensure smooth transition processes

Role #2 – Planning, Budgeting & Event Quality

- Prepare annual activity plan and budget
- Oversee planning and execution of events
- Ensure all posters, announcements, and event materials meet quality standards
- Ensure effective decoration, logistics, and operation of events

Role #3 – Communication, Engagement & Digital Presence

- Work closely with the Assistant Director and EPS Administrator
- Promote events to increase student and teacher participation
- Oversee Instagram posts, stories, and uploads

- Maintain strong communication with teachers, students, and stakeholders.

Quality Assurance

This role involves ensuring continuous improvement in the planning, execution, and evaluation of all activities.

People to work with (within the unit)

ECA Unit Members

People to work with (across FLEPS)

Assistant Director for Student and Administrative Affairs, EPS Administrator, Academic Staff

Quality Assurance & Improvement

A. Continual evaluation, reflection, and action on improving the quality of the services

- Planning: Plan ECA activities based on student feedback and prior evaluations
- Communicating: Communicate updated activity plans each semester with all involved parties
- Executing: Execute events with timely coordination and shared responsibilities
- Monitoring: Monitor attendance and participation at events and clubs
- Evaluating and re-planning (of the new cycle): Collect and review feedback after each activity to refine future planning

B. Professional Needs Analysis & Addressing of Needs

Identify training needs of team members and propose development activities.

Member, EPS Extra-Curricular Activities Team

Title: ECA Unit Member

Accountable to: Assistant Director, EPS Student and Administrative Affairs

Accountable for: Planning, execution, and development of Extra-Curricular Activities for EPS students and teachers

Duration: Minimum 3 years with a shadowing period of at least one month for the incoming post holder

Departing the position: Upon vacating the position, the post holder is required to:

- Transfer all relevant documents, digital archives, passwords, contact lists, event templates, certificates, and promotional materials to the incoming member.
- Organize a comprehensive handover orientation including:
- Ongoing and planned ECA projects, student and teacher engagement strategies, budget status, and activity calendar.
- An overview of club responsibilities, active volunteers, social media accounts, and the status of reports.
- Introductions to key internal and external stakeholders (e.g., club leaders, SAT members, administrative staff, and university activity centre contacts).

- Remain available to provide support and clarification for at least one month to ensure continuity and smooth operation.

Mission Statement

The mission of the ECA Unit is to create a vibrant, inclusive, and engaging extra-curricular culture within EPS that enhances student and teacher motivation, promotes the use of English in real-life contexts, and supports cultural and social integration.

The Core Values

The core values are to

- encourage active participation and creativity.
- foster community, collaboration, and a sense of belonging.
- support student and teacher well-being through meaningful engagement.
- promote the use of English in authentic and enjoyable contexts.
- value diversity, talent, and voluntary contribution.
- build bridges between education and real-life through cultural, artistic, and recreational activities.

Job Specification

Qualifications

Must-have:

- Passion for student engagement and cultural activities
- Strong organizational and communication skills
- Ability to work collaboratively with both students and staff

Nice-to-have:

- Event planning or coordination experience
- Graphic design or social media management skills

Training

- Orientation on institutional policies and activity guidelines
- Basic training in social media communication tools and event promotion

Experience

- No prior formal experience required, but voluntary involvement in educational or social organizations is desirable

Skills

The post holder must be able to demonstrate,

- Leadership and team-building abilities
- Problem-solving and decision-making skills
- Delegation, organization, and multitasking
- Clear communication and interpersonal skills

Values & Attitude

Energetic, motivated, collaborative, adaptable, approachable, enthusiastic, respectful, and community-focused

Job Description

Job Summary

- Reporting to the Coordinator of EPS Student and Administrative Affairs and in close collaboration and partnership with the Assistant Director for Student Affairs, the ECA Unit Member is responsible for planning, organizing, implementing, and evaluating extra-curricular activities, student clubs, and cultural events at the English Preparatory School.
- The job holder is responsible for ensuring smooth and timely execution of all ECA projects, maintaining consistent communication with student and teacher volunteers, preparing promotional materials, and gathering feedback for improvement.
- The position is responsible for developing a yearly activities calendar, coordinating with internal and external stakeholders, managing student club operations, and supporting institutional engagement goals through creative initiatives.
- The job holder is also responsible for budget planning, media documentation, report writing, and archiving materials from all activities conducted under the ECA umbrella.
- The role requires initiative, creativity, strong communication, organizational and interpersonal skills, and a high level of enthusiasm for working closely with students, volunteers, and administrative teams to foster community spirit and cultural integration.

Duties

Role #1: Student Engagement & Clubs This role involves:

- Organizing student clubs (e.g., Speaking Club, Salsa, Turkish, Sirtaki, Photography, etc.)
- Recruiting and supporting volunteer students and teachers for club activities
- Administering student surveys to identify interests and talents
- Substituting in clubs when volunteers are absent
- Preparing certificates for contributing students
- Conducting meetings with students to improve participation and feedback

Role #2: Event Organization

This role involves:

- Designing and organizing school-wide cultural, social, and recreational events
- Coordinating with internal and external parties for logistics (e.g., yoga instructors, tour organizers, karaoke hosts)
- Advertising events through posters, Facebook, and face-to-face communication
- Preparing and updating the semesterly activities calendar
- Decorating venues, setting up, and managing event day tasks
- Writing news items and summaries for event documentation
- Uploading photos and content on social media platforms

Role #3: Administrative & Reporting

This role involves:

- Preparing annual ECA budget proposals and seeking necessary approvals
- Collaborating with Student Activity Centre and Promotion Team
- Maintaining contact and coordination with administrative staff and SAT
- Archiving materials, posters, photos, and reports from past activities
- Preparing an end-of-semester report for the Assistant Director for Student Affairs

People to work with (within the unit)

- Assistant Director for Student Affairs
- ECA volunteers (students and teachers)
- EPS administrative officers
- SAAT Coordinator and team
- Student counsellor

People to work with (across FLEPS)

- Promotion Team
- Secretaries
- Social and Cultural Activities Centre (EMU)

Quality Assurance & Improvement

A. Continual evaluation, reflection, and action on improving the quality of the services

- Planning: Plan ECA activities based on student feedback and prior evaluations
- Communicating: Communicate updated activity plans each semester with all involved parties
- Executing: Execute events with timely coordination and shared responsibilities
- Monitoring: Monitor attendance and participation at events and clubs
- Evaluating and re-planning (of the new cycle): Collect and review feedback after each activity to refine future planning

B. Professional Needs Analysis & Addressing of Needs

- Reflect on personal and team development needs
- Identify new skills or tools needed for activity promotion, coordination, and engagement
- Communicate training needs to the Coordinator or Assistant Director
- Seek collaboration opportunities to enhance the quality of ECA delivery.

Member, EPS Testing Unit

Title:	English Preparatory School, Testing Team Member
Accountable to:	Coordinator of EPS Academic Affairs; Assistant Director of EPS Academic Affairs
Accountable for:	EPS Teaching Staff

Duration: Minimum 3 years with a shadowing period of 1 semester (Reference: FLEPS Administrative Procedures & Policies Item 31, Applying for posts)

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

To facilitate the Testing Unit for the provision of high-quality exam content in order to support the various learning and teaching activities necessary for implementation of the EPS curriculum and assessment. Testing Unit Members hold functional responsibility for the planning, designing, and development of learning outcomes across each level.

Testing Unit Members also manage and implement the on-going evaluation and evolution of the EPS curriculum framework and assessment.

Testing Unit Members also function as leaders in their teaching duties and serve as role models for all EPS staff. They demonstrate leadership by the way they manage the learning of their own students, maintain accurate and meaningful records, collaborate with teaching partners and develop themselves as learning professionals.

As members of the EPS middle management structure, Testing Unit Members also work with the Syllabus Unit Members, the Coordinator of Academic Affairs and the Assistant Director of Academic Affairs to provide leadership in establishing and maintaining an educational community committed to performance improvement and life-long learning.

Our Core Values

EPS is a learning organisation. As such, all staff and faculty strive for personal and institutional development within a culture of effectiveness that:

- values collaboration, teamwork and self
- encourages ethical and professional behaviour
- facilitates life-long learning and student success, and
- commits to innovation in learning and teaching – with a positive “can do” attitude

Job Specification

Qualifications

- Teaching
- Good knowledge of course design, CEFR & GSE benchmarking
- Awareness of FLEPS student & teacher profile

- An interest in learning and testing techniques and in the latest developments in the area

Training

- Not applicable

Experience

- 3 years of teaching experience at EMU EPS
- Teaching experience at various levels

Skills

The post holder must be able to demonstrate,

- implementing continuous improvement processes across the school
- developing individuals and managing staff to achieve goals through empowerment
- the ability to develop and analyse data and formulate recommendations that may influence the programs within the school
- skills in complex problem-solving, short and long-range planning and coordination of multiple projects and/or functions
- project management and execution skills and ability to manage multiple projects and prioritise as needed
- skills in identifying quality issues/discrepancies and effectively and proactively managing and resolving them in a constructive manner
- analytical and computer skills with the ability to develop, interpret, summarise and present complex data to diverse constituencies
- persistent passion for telling the story of why quality matters in driving effortless student and teacher experience, building consensus and inspiring others to move fast on quality execution
- interpersonal communication skills to successfully interact with other stakeholders that involve negotiation and collaboration with cross-functional peers and more senior management levels
- communication and interpersonal skills, with the ability to interact with stakeholders
- training and facilitation skills

Leadership and general skills: drive; team working; developing self/others; analyzing and decision making; managing change; insight; time management; problem solving; student focus; personal integrity; managing performance; gaining commitment.

Operating skills: listening and sharing; organizational skills (Plan, Do & Review); cultural awareness.

Values & Attitude

Models educational and professional values:

- promotes learning, personal and professional growth and the values of English Preparatory School by acting as a role model for all staff.
- builds and maintains effective, trust-based relationships with others, works in ways which enhance workplace climate and demonstrates personal accountability for work performance.

- provides leadership in the development of learning opportunities, curriculum and teaching practices, and innovative student learning outcomes, in the context of the broad strategic directions of English Preparatory School.

Job Description

Job Summary

To promote the various learning and teaching activities necessary for implementation of the EPS curriculum. The Testing Unit Member plans, designs and develops assessment tools across levels, and manages and implements the on-going evaluation and evolution of the EPS curriculum framework and assessment.

The Testing Unit Member also serves as a role model in his/her teaching duties for all EPS staff. They demonstrate leadership by the way they manage the learning of their own students, maintain accurate and meaningful records, collaborate with teaching partners and develop themselves as learning professionals.

Duties

This position operates within English Preparatory School's policies and procedures, and other relevant legislative requirements applicable to Eastern Mediterranean University, and is required to work independently, as well as within a team environment.

To create exams:

- for all levels (A1, A2, B1 and UB1)
- proficiency exams (Stage 1 & Stage 2)
- internal and external exams for promotion within the university or government positions
- communicating with syllabus/course designers to ensure exams adhere to course objectives
- updating according to suggestions made by course designers and proofreaders

To communicate with stakeholders (teachers, students & line managers) by:

- arranging, designing, scheduling and facilitating Teaching Team meetings, orientation meetings, standardization meetings and focus group meetings with teachers
- preparing standardisation documents
- arranging grading groups by checking grading partners' compatibility, working in collaboration with the EPS Academic Affairs Coordinator, Syllabus Team Leader, Syllabus Team Members, and EPS Student Affairs and Administrative Team Members
- monitoring the following member replacing him/her for at least one month
- attending and participating in weekly Testing meetings
- announcing meeting details to teachers/students; booking rooms or the SSSC for the session with the EPS Administrator; announcing updates to the staff; taking note of any feedback received from colleagues during meetings; attending to questions/concerns of teachers and students during meetings; sharing highlights/concerns (if any) of the meeting with Testing Team Members; discussing and deciding upon changes/adaptations if necessary; creating FAQ documents on hot/burning issues based on the outcomes of the meetings

- selecting sample student work for standardization and making copies of it for the standardization meeting; holding a preliminary standardization meeting with the staff; making level-specific announcements to teachers based on the concerns/suggestions/feedback

To work on Testing-related documentation by:

- following action plans of the courses
- updating/cross-referencing exam-related documents for both mainstream and repeat courses (specifications, specimens, samples, criteria) according to internationally recognized benchmarks (e.g. ALTE, CEFR, GSE, etc.) and sharing the level-specific documents with the staff (specimens, samples, criteria, assessment breakdown)
- checking the flow of the testing between all levels (A1, A2, B1 and UB1)
- writing the end-of-semester reports; printing exams and criteria for each student
- doing research on benchmarks (e.g. CEFR, GSE, ALTE, EPS Learning Outcomes, etc.) and cross-checking all prepared documents and exams to determine any updates to be made
- identifying areas to be updated based on data collected from student focus groups and temperature checks (feedback sessions) with the teachers; deciding on/finalizing the updates to be made
- designing informative FAQ documents to be shared at the beginning of the semester announcing the updates of level-specific documents (e.g. typos); designing and editing the layout of level-specific documents (footer, header, etc.)
- creating audio files for each exam, working in collaboration with the EPS Student Affairs and Administrative Unit Members to check sound quality
- working in collaboration with the Computer Programmer for exam results

To facilitate the grading process by:

- photocopying sample exam papers
- working in collaboration with the EPS Student Affairs and Administrative Unit Members to identify grading moderators
- standardizing grades with sample papers with Testing Unit members
- holding pre-standardisation meetings with moderators
- updating standardization forms with Testing Unit members and moderators
- identifying groups for post-moderation of writing grades and informing the EPS Coordinator for Academic Affairs of any grade changes; re-grading writing and speaking components with petitions

To develop self and others by:

- representing FLEPS in national and/or international forums, workshops, festivals, conferences, etc.
- maintaining appropriate professional and technical skills at a high level and managing a personal professional development programme that continually improves educational practice and provides exposure to current trends
- contributing to the learning and training of staff by developing, in collaboration with the Professional Development (PD) Unit, and participating in a range of professional

development and learning activities that expand the knowledge, skills and abilities of teachers
- maintaining on-going contact with individual teachers and teaching teams so as to provide coaching, support, role clarification, and mentoring as required

To oversee Turkish Preparatory School (TPS) exams by:

- updating/cross-referencing exam-related documents for both mainstream and repeat courses (specifications, specimens, samples, criteria) according to internationally recognized benchmarks (e.g. ALTE, CEFR, GSE, etc.) and sharing the level-specific documents with the Turkish teaching staff (specimens, samples, criteria, assessment breakdown)
- checking the flow of the exams between all levels (A1, A2, B1 and UB1)
- guiding the standardization of grades with sample papers with Turkish teachers
- guiding pre-standardisation meetings with moderators
- guiding the update of standardization forms with Turkish teachers and moderators
- informing the EPS Coordinator for Academic Affairs of any grade changes; re-grading writing and speaking components with petitions

Additional duties:

- To contribute to specific initiatives which assist English Preparatory School to respond to new educational demands of the students, teachers, support units, employers and wider university community, through committees, working parties, and project teams as required.
- To undertake such other responsibilities and duties as may arise from time to time based on collected data.

People to work with (within the unit)

Coordinator of EPS Academic Affairs, the Testing Team Leader and the Testing Team Members

People to work with (across other units)

Coordinator of EPS Student and Administrative Affairs, Turkish Preparatory School Teachers, the Computer Programmer, and the Computer Operator

Quality Assurance & Improvement

A. Leading, continual evaluation, reflection, and action on improving the quality of the services

The position is responsible for continual evaluation, reflection, and action on the smooth running of the school, including the steps below, which ensure a cyclical and equal implementation throughout the school.

- Planning: Before the start of each academic semester, the unit members plan the unit's work with the unit leader based on the evaluation of the previous year's accomplishments. The unit members set Testing-related targets.
- Communicating: The Testing-related targets are then communicated to all units with whom the unit works in collaboration and to all stakeholders involved (e.g., students, academic and administrative staff).

- Executing: The targets are implemented as indicated by the roles, responsibilities, and work procedures included in the unit members' job descriptions.
- Monitoring: The necessary feedback is collected from the stakeholders (students and teachers) in a planned and scheduled way (e.g., mid- and end-of-term feedback collection mechanisms).
- Evaluating and re-planning (of the new cycle): The feedback from the stakeholders is then analysed and evaluated to plan revisions as the next steps to improve the unit's services. Such revisions might also require amendments to the roles and responsibilities (i.e. requiring modification of the JD documents).

B. Professional Needs Analysis & Addressing of Needs

This part concerns the Testing Team's responsibility to focus explicitly on their own and their unit's PD needs based on the data from the 'Evaluating' and 'Reviewing' stages, and includes determining the needs and planning ways of addressing their own and their unit's professional training needs. The Testing Team is also responsible for communicating these needs to the Coordinator of Academic Affairs and/or the Assistant Director of Academic Affairs.

Moderator, EPS Testing Unit

Title: English Preparatory School, Testing Team Moderator

Accountable to: Coordinator of EPS Academic Affairs; Assistant Director of EPS Academic Affairs

Accountable for: EPS Teaching Staff

Duration: Minimum 2 years with a shadowing period of 1 semester (Reference: FLEPS Administrative Procedures & Policies Item 31, Applying for posts)

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

To proofread and moderate all exams written by the Assessment and Testing Unit (TU) for the provision of high-quality test content and accurate language. The Testing Unit Moderator holds the responsibility of making sure the tests are error-free and test what is supposed to be tested.

The TU Moderator also advises and guides assessment and testing team members on test writing and content during the writing and moderation period of the tests if and when necessary.

TU Moderators also function as leaders in their teaching duties and serve as role models for all EPS staff. They demonstrate leadership by the way they manage the learning of their own students, maintain accurate and meaningful records, collaborate with teaching partners and develop themselves as learning professionals.

As members of the EPS middle management structure, TU Moderators also work with the Assessment and Testing Unit Leader, the Coordinator of Academic Affairs and the Assistant Director of Academic Affairs to provide leadership in establishing and maintaining an educational community committed to performance improvement and life-long learning.

Our Core Values

EPS is a learning organisation. As such, all staff and faculty strive for personal and institutional development within a culture of effectiveness that:

- values collaboration, teamwork and self
- encourages ethical and professional behaviour
- facilitates life-long learning and student success, and
- commits to innovation in learning and teaching – with a positive "can do" attitude

Job Specification

Qualifications

- Holds an English Language Teaching degree
- Has good knowledge of course design, CEFR & GSE benchmarking
- Is aware of FLEPS student & teacher profile
- Is interested in learning and testing techniques
- Enquires into latest developments in the area

Training

- Not applicable

Experience

- 5 years of teaching experience at EMU EPS
- Teaching experience at various levels

Skills

The post holder must be able to demonstrate,

- strong leadership presence and passion for leading quality teams and implementing continuous improvement processes across the school
- advanced understanding of how the parts impact the whole (end-to-end organisation mindset) and make the best decisions for the whole
- strong leadership skills in carrying out difficult decisions in a logical, rational manner, demonstrating an ability to work as a management team member and to engage and influence team members in a matrixed environment
- solid knowledge and skills of assessment, research design, statistical methods, data gathering/analysis and interpretation
- solid know-how in principles and practices of instructional and institutional assessment

- the ability to develop and analyse data and formulate recommendations that may influence the programs and policies within the school
- advanced skills in complex problem-solving, short and long-range planning and coordination of multiple projects and/or functions
- strong project management and execution skills and ability to manage multiple projects and prioritise as needed
- advanced skills in identifying quality issues/discrepancies and effectively and proactively managing and resolving the problems/discrepancies in a diplomatic, flexible and constructive manner
- advanced management skills in leading quality control/quality analysis organisation or leading cross-functional quality improvement projects and teams
- keen understanding of international quality control systems and regulations to adopt best-in-class systems/processes and drive continuous improvement initiatives
- persistent passion for telling the story of why quality matters in driving effortless student and teacher experience, building consensus and inspiring others to move fast on quality execution
- advanced interpersonal communication skills to successfully interact with other stakeholders that involve negotiation and collaboration with cross-functional peers and more senior management levels
- excellent communication and interpersonal skills, with the ability to interact with a broad range of internal and external stakeholders at all levels of the school
- excellent collaboration skills with strong attention to detail
- advanced skills to multitask and manage complexity
- ability to build solid and trusting relationships, lead large/complex programs, and work across diverse units and teams
- advanced people management skills
- excellent interpersonal communication skills to create an energising team environment
- advanced training and facilitation skills

Leadership and general skills: drive; team working; developing self/others; analysing and decision making; managing change; insight; time management; problem solving; student focus; personal integrity; managing performance; gaining commitment.

Operating skills: listening and sharing; organizational skills (Plan, Do & Review); cultural awareness.

Values & Attitude

While the necessary performance-related skill sets for the role are considered, we also emphasise a values-based recruitment strategy. The soft skills and personal attributes that a candidate brings to the role are crucial. In other words, a “hire for the attitude” approach is used. Below are a few of the most salient personal attributes expected for this role: active, analytical, approachable, committed, constructive and cooperative. We also expect the person in charge of this role to be patient, positive and unbiased.

Job Description

Job Summary

To assist the Testing Unit with the provision of high-quality assessment tools in order to reflect the various learning and teaching activities necessary for implementation of the EPS curriculum. Testing Team Moderators also assist and monitor the Testing Team members during the management and implementation of the on-going evaluation and evolution of the EPS curriculum framework and assessment.

Testing Team Moderators also function as leaders in their teaching duties and serve as role models for all EPS staff. They demonstrate leadership by the way they manage the learning of their own students, maintain accurate and meaningful records, collaborate with teaching partners and develop themselves as learning professionals.

Duties

This position operates within English Preparatory School's policies and procedures, and other relevant legislative requirements applicable to Eastern Mediterranean University, and is required to work independently, as well as within a team environment. The duties and responsibilities of the Testing Team Moderator are:

To carry out planning and coordination by:

- providing the Coordinator and Assistant Director with information and recommendations regarding the tests, to ensure the on-going improvement of EPS assessment and testing systems

To manage and provide direction by:

- proof-reading all tests / quizzes / assessed documents for language accuracy and appropriate content
- providing suggestions and guidance to test writers regarding test content and format of their written tests
- filling in moderation checklists and following up on suggested changes
- assisting the TU members during the process of preparing and/or revising all exams if and when necessary
- cross-checking A and B exam booklets in terms of parallel content
- checking answer keys for all exams
- moderating online speaking tests if/when there are grade discrepancies, problematic occurrences and/or student petitions, and providing written evidence and reports when/if necessary

To establish communication by:

- maintaining a close working relationship between TU members and other stakeholders to ensure effective information exchange and coordination across EPS
- working in collaboration with the Coordinator of EPS Academic Affairs and the Assistant Director of EPS Academic Affairs
- working in collaboration with the Syllabus Unit Leader and Unit Members

To organise assessment-related documentation and platforms by:

- going over all testing-related documentation before publishing/printing with the necessary stakeholders on the platforms in use

To model educational and professional values by:

- promoting learning, personal and professional growth and the values of English Preparatory School by acting as a role model for all staff
- building and maintaining effective, trust-based relationships with others, working in ways which enhance workplace climate and demonstrating personal accountability for work performance
- providing leadership in the development of learning opportunities, curriculum and teaching practices, and innovative student learning outcomes, in the context of the broad strategic directions of English Preparatory School

To develop self and others by:

- maintaining appropriate professional and technical skills at a high level and managing a personal professional development programme that continually improves educational practice and provides exposure to current trends
- contributing to the learning and training of staff by developing, in collaboration with the Professional Development (PD) Unit, and participating in a range of professional development and learning activities that expand the knowledge, skills and abilities of teachers
- providing support/training to part-time teachers on the procedures and grading of written examinations
- providing support/training to part-time teachers on the administration and grading of the speaking tests
- maintaining on-going contact with individual teachers and teaching teams so as to provide coaching, support, role clarification, and mentoring as required

Additional duties:

- To contribute to and lead specific initiatives which assist English Preparatory School to respond to new educational demands of the students, teachers, support units, employers and wider university community, through committees, working parties, and project teams as required.
- To undertake and lead such other responsibilities and duties as may arise from time to time based on collected data.

People to work with (within the unit)

Assistant Director of EPS Academic Affairs, Coordinator of EPS Academic Affairs, the Testing Team and the Syllabus Team

People to work with (across other units)

Coordinator of EPS Student and Administrative Affairs, the Computer Programmer, and the Computer Operator

Quality Assurance & Improvement

A. Leading, continual evaluation, reflection, and action on improving the quality of the services

The position is responsible for continual evaluation, reflection, and action on the smooth running of the school, including the steps below, which ensure a cyclical and equal implementation throughout the school.

- Planning: Before the start of each academic semester, all unit members plan the unit's work with the unit leader based on the evaluation of the previous year's accomplishments. All unit members set Testing-related targets.
- Communicating: The Testing-related targets are then communicated to all units with whom the unit works in collaboration and to all stakeholders involved (e.g., students, academic and administrative staff).
- Executing: The targets are implemented as indicated by the roles, responsibilities, and work procedures included in the unit members' job descriptions.
- Monitoring: The necessary feedback is collected from the stakeholders (students and teachers) in a planned and scheduled way (e.g., mid- and end-of-term feedback collection mechanisms).
- Evaluating and re-planning (of the new cycle): The feedback from the stakeholders is then analysed and evaluated to plan revisions as the next steps to improve the unit's services. Such revisions might also require amendments to the roles and responsibilities (i.e. requiring modification of the JD documents).

B. Professional Needs Analysis & Addressing of Needs

This part concerns the unit coordinator's responsibility to focus explicitly on the unit's PD needs based on the data from the 'Evaluating' and 'Reviewing' stages and includes the coordinator's role in determining the needs and planning ways of addressing the unit members' professional training needs. The coordinator is also responsible for communicating these needs to the school leadership, who plans and discusses the necessary action plans with the PD Unit.

Member, EPS Syllabus Team

Title: English Preparatory School, Syllabus Team Member

Accountable to: Coordinator of EPS Academic Affairs; Assistant Director of EPS Academic Affairs

Accountable for: EPS Teaching Staff

Duration: Minimum 3 years with a shadowing period of 1 semester (Reference: FLEPS Administrative Procedures & Policies Item 31, Applying for posts)

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview

of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

To facilitate the Syllabus Team for the provision of high-quality programme content and learning resources in order to promote the various learning and teaching activities necessary for implementation of the EPS curriculum. Syllabus Team Members hold functional responsibility for the planning, designing, and development of learning outcomes across each level.

Syllabus Team Members also manage and implement the on-going evaluation and evolution of the EPS curriculum framework and learning outcomes.

Syllabus Team Members also function as leaders in their teaching duties and serve as role models for all EPS staff. They demonstrate leadership by the way they manage the learning of their own students, maintain accurate and meaningful records, collaborate with teaching partners and develop themselves as learning professionals.

As members of the EPS middle management structure, Syllabus Team Members also work with the Testing Team Members, the Coordinator of Academic Affairs and the Assistant Director of Academic Affairs to provide leadership in establishing and maintaining an educational community committed to performance improvement and life-long learning.

Our Core Values

EPS is a learning organisation. As such, all staff and faculty strive for personal and institutional development within a culture of effectiveness that:

- values collaboration, teamwork and self
- encourages ethical and professional behaviour
- facilitates life-long learning and student success, and
- commits to innovation in learning and teaching – with a positive "can do" attitude

Job Specification

Qualifications

- Teaching
- Good knowledge of course design, CEFR & GSE benchmarking
- Awareness of FLEPS student & teacher profile
- An interest in learning and testing techniques and in the latest developments in the area

Training

- Not applicable

Experience

- 3 years of teaching experience at EMU EPS
- Teaching experience at various levels

Skills

The post holder must be able to demonstrate,

- implementing continuous improvement processes across the school
- developing individuals and managing staff to achieve goals through empowerment
- the ability to develop and analyse data and formulate recommendations that may influence the programs within the school
- skills in complex problem-solving, short and long-range planning and coordination of multiple projects and/or functions
- project management and execution skills and ability to manage multiple projects and prioritise as needed
- skills in identifying quality issues/discrepancies and effectively and proactively managing and resolving them in a constructive manner
- analytical and computer skills with the ability to develop, interpret, summarise and present complex data to diverse constituencies
- persistent passion for telling the story of why quality matters in driving effortless student and teacher experience, building consensus and inspiring others to move fast on quality execution
- interpersonal communication skills to successfully interact with other stakeholders that involve negotiation and collaboration with cross-functional peers and more senior management levels
- communication and interpersonal skills, with the ability to interact with stakeholders
- training and facilitation skills

Leadership and general skills: drive; team working; developing self/others; analyzing and decision making; managing change; insight; time management; problem solving; student focus; personal integrity; managing performance; gaining commitment.

Operating skills: listening and sharing; organizational skills (Plan, Do & Review); cultural awareness.

Values & Attitude

Models educational and professional values:

- promotes learning, personal and professional growth and the values of English Preparatory School by acting as a role model for all staff.
- builds and maintains effective, trust-based relationships with others, works in ways which enhance workplace climate and demonstrates personal accountability for work performance.
- provides leadership in the development of learning opportunities, curriculum and teaching practices, and innovative student learning outcomes, in the context of the broad strategic directions of English Preparatory School.

Job Description

Job Summary

The Syllabus Team Member also serves as a role model in his/her teaching duties for all EPS staff. They demonstrate leadership by the way they manage the learning of their own students,

maintain accurate and meaningful records, collaborate with teaching partners and develop themselves as learning professionals.

Duties

This position operates within English Preparatory School's policies and procedures, and other relevant legislative requirements applicable to Eastern Mediterranean University, and is required to work independently, as well as within a team environment.

To moderate exams by:

- communicating with test designers by filling in the moderation checklist
- making suggestions and following up the changes to be made

To communicate with stakeholders (teachers, students & line managers) by:

- arranging, designing, scheduling and facilitating Teaching Team meetings, orientation meetings, standardization meetings and focus group meetings with teachers
- designing a PowerPoint presentation for the sessions/meetings
- arranging teaching team groups by checking available hours, working in collaboration with the EPS Academic Affairs Coordinator, Syllabus Team Leader and Team Members
- monitoring the following member replacing him/her for at least one month
- attending and participating in weekly syllabus meetings
- announcing meeting details to teachers/students; booking rooms or the SSSC for the session with the EPS Administrator; announcing the meeting to the staff; taking note of any feedback received from colleagues during meetings; answering questions/concerns of teachers and students during meetings; sharing highlights/concerns (if any) of the meeting with Syllabus Team Members; discussing and deciding upon changes/adaptations if necessary; creating FAQ documents on hot/burning issues based on the outcomes of the meetings
- selecting sample student work for standardization and making copies of it for the standardization meeting; holding a preliminary standardization meeting with the staff; making level-specific announcements to teachers based on the concerns/suggestions/feedback

To work on syllabus-related documentation for all levels (A1, A2/A2R, B1/B1R and UB1) by:

- following action plans of the courses
- updating Syllabus Team documents for both mainstream and repeat courses (learning outcomes, portfolios and study guides) according to internationally recognized benchmarks (e.g. CEFR, GSE, etc.) and sharing the level-specific documents with the staff (learning outcomes, portfolio tasks and study guides, etc.)
- evaluating new course books and/or online components for the integration of the syllabus
- checking the flow of the syllabus between all levels
- writing the end-of-semester reports; printing and distributing Study Guide posters for each classroom
- doing research on benchmarks (e.g. CEFR, GSE, etc.) and cross-checking all prepared documents (Learning Outcomes, Study Guides) to determine any updates to be made

- identifying areas to be updated based on data collected from student focus groups and temperature checks (feedback sessions) with the teachers
- scanning course book units and suggesting references matching the course objectives accordingly
- deciding on/finalizing the updates to be made; designing informative FAQ documents to be shared at the beginning of the semester announcing the updates of level-specific documents (e.g. typos); designing and editing the layout of level-specific documents (footer, header, etc.)

To facilitate the formative assessment process by:

- designing portfolio tasks according to topic areas and learning objectives
- cross-checking the flow and consistency of portfolio tasks between levels
- updating assessment criteria for portfolio components (e.g. biography tasks, presentations)
- preparing a guideline for teachers and students on the administration and grading of formative assessment
- updating standardization documents for portfolio grading (highlights and FAQs)
- identifying groups for post-moderation of formative assessment (biography and online components) and informing the EPS Coordinator for Academic Affairs of any grade changes; re-grading portfolios with petitions

To oversee the Turkish Preparatory School (TPS) syllabus by:

- guiding the implementation of action plans of the courses
- guiding the update of syllabus documents for both mainstream and repeat courses (learning outcomes, portfolios and study guides) according to internationally recognized benchmarks (e.g. CEFR, GSE, etc.) and sharing the level-specific documents with the TPS staff
- guiding the evaluation process of new course books and/or online components for the integration of the syllabus
- guiding and checking the flow of the syllabus between all levels
- guiding the writing of the end-of-semester reports
- guiding research on benchmarks (e.g. CEFR, GSE, etc.) and cross-checking all prepared documents (Learning Outcomes, Study Guides) to determine any updates to be made
- guiding the identification of areas to be updated based on data collected from student focus groups and temperature checks (feedback sessions) with the teachers
- guiding the design of portfolio tasks according to topic areas and learning objectives, and the cross-checking of the flow and consistency of portfolio tasks between levels
- guiding the update of assessment criteria for portfolio components (e.g. biography tasks, presentations) and the preparation of guidelines for teachers and students on the administration and grading of formative assessment
- guiding the update of standardization documents for portfolio grading (highlights and FAQs)
- guiding the identification of groups for post-moderation of formative assessment (biography and online components), informing the EPS Coordinator for Academic Affairs of any grade changes, and guiding the re-grading of portfolios with petitions

To develop self and others by:

- representing FLEPS in national and/or international forums, workshops, festivals, conferences, etc.
- maintaining appropriate professional and technical skills at a high level and managing a personal professional development programme that continually improves educational practice and provides exposure to current trends
- contributing to the learning and training of staff by developing, in collaboration with the Professional Development (PD) Team, and participating in a range of professional development and learning activities that expand the knowledge, skills and abilities of teachers
- maintaining on-going contact with individual teachers and teaching teams so as to provide coaching, support, role clarification, and mentoring as required

Additional duties:

- To contribute to specific initiatives which assist English Preparatory School to respond to new educational demands of the students, teachers, support units, employers and wider university community, through committees, working parties, and project teams as required.
- To undertake such other responsibilities and duties as may arise from time to time based on collected data.

People to work with (within the team)

Coordinator of EPS Academic Affairs, the Syllabus Team and the Testing Team

People to work with (across other teams)

Coordinator of EPS Student and Administrative Affairs, the Computer Programmer, and the Computer Operator

Quality Assurance & Improvement

A. Leading, continual evaluation, reflection, and action on improving the quality of the services

The position is responsible for continual evaluation, reflection, and action on the smooth running of the school, including the steps below, which ensure a cyclical and equal implementation throughout the school.

- Planning: Before the start of each academic semester, the team members plan the team's work with the team leader based on the evaluation of the previous year's accomplishments. The team members set syllabus-related targets.
- Communicating: The syllabus-related targets are then communicated to all teams with whom the team works in collaboration and to all stakeholders involved (e.g., students, academic and administrative staff).
- Executing: The targets are implemented as indicated by the roles, responsibilities, and work procedures included in the team members' job descriptions.
- Monitoring: The necessary feedback is collected from the stakeholders (students and teachers) in a planned and scheduled way (e.g., mid- and end-of-term feedback collection mechanisms).

- Evaluating and re-planning (of the new cycle): The feedback from the stakeholders is then analysed and evaluated to plan revisions as the next steps to improve the team's services. Such revisions might also require amendments to the roles and responsibilities (i.e. requiring modification of the JD documents).

B. Professional Needs Analysis & Addressing of Needs

This part concerns the team coordinator's responsibility to focus explicitly on the team's PD needs based on the data from the 'Evaluating' and 'Reviewing' stages and includes the coordinator's role in determining the needs and planning ways of addressing the team members' professional training needs. The coordinator is also responsible for communicating these needs to the school leadership, who plans and discusses the necessary action plans with the PD Team.

Coordinator, IEQIA Unit

Title: Institutional Effectiveness, Quality Improvement and Accreditation (IEQIA) Unit Coordinator

Accountable to: EMU FLEPS Director

Accountable for: IEQIA Unit Members

Duration: Minimum one year with a shadowing period of 1 semester

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.
- hand over the evidence index, the master evidence tracker and the accreditation calendar in their current state, together with the status of every outstanding item.

Job Specification

Qualifications

Must-have:

- Master's Degree or equivalent relevant experience.

Nice-to-have:

- Diploma or Certification in Educational Management/ Quality Assurance in Education/ Total Quality Management

Training

The post holder maintains currency in the standards the school is held to. Expected within the first year in post and refreshed thereafter: familiarity with the Eaquals Inspection Scheme and its documentary requirements; the national accreditation body's criteria, and its reviewer training where available; the CEFR and its Companion Volume; and data protection as it applies to the evidence the unit holds. Attendance at one international quality or accreditation event each year.

Experience

- Five years of professional experience in a similar role

Skills

The post holder must be able to demonstrate,

- strong leadership presence and passion for leading quality teams and implementing continuous improvement processes across the school
- leadership in developing individuals and groups and managing staff to achieve goals through empowerment
- advanced understanding of how the parts impact the whole (end-to-end organisation mindset) and make the best decisions for the whole
- extensive knowledge and understanding of the organisation, strategic plan, goals and objectives, and policies and procedures
- solid strategic management skills to see the bigger picture and exhibit advanced managerial acumen
- in-depth knowledge of quality control principles, concepts, industry practices, and standards
- strong leadership skills in carrying out difficult decisions in a logical, rational manner, demonstrating an ability to work as a management team member and to engage and influence team members in a matrixed environment
- advanced metrics management skills
- solid knowledge and skills in assessment, research design, statistical methods, data gathering/analysis and interpretation
- strong understanding of learning theory and effective practices in teaching, assessment, and educational research
- solid know-how in principles and practices of instructional and institutional assessment
- the ability to develop and analyse data and formulate recommendations that may influence the programs and policies within the school
- advanced skills in complex problem-solving, short and long-range planning and coordination of multiple projects and/or functions
- strong project management and execution skills and ability to manage multiple projects and prioritise as needed
- advanced skills in identifying quality issues/discrepancies and effectively and proactively managing and resolving the problems/discrepancies in a diplomatic, flexible and constructive manner

- strong analytical and computer skills with the ability to develop, interpret, summarise and present complex data to diverse constituencies
- advanced management skills in leading quality control/quality analysis organisation or leading cross-functional quality improvement projects and teams
- keen understanding of international quality control systems and regulations to adopt best-in-class systems/processes and drive continuous improvement initiatives
- persistent passion for telling the story of why quality matters in driving effortless student and teacher experience, building consensus and inspiring others to move fast on quality execution
- advanced interpersonal communication skills to successfully interact with other stakeholders that involve negotiation and collaboration with cross-functional peers and more senior management levels
- excellent communication and interpersonal skills, with the ability to interact with a broad range of internal and external stakeholders at all levels of the school
- excellent collaboration skills with strong attention to detail
- advanced skills to multi-task and manage complexity
- ability to build solid and trusting relationships, lead large/complex programs, and work across diverse units and teams
- advanced people management skills
- excellent interpersonal communication skills to create an energising team environment
- advanced training and facilitation skills

Values & Attitude

While the necessary performance-related skill sets for the role are considered, we also emphasise a values-based recruitment strategy. The soft skills and personal attributes that a candidate brings to the position are crucial. In other words, a "hire for the attitude" approach is used. Below are a few of the most salient personal attributes expected for this role: Active, analytical, approachable, committed, constructive and cooperative. We also expect the person in charge of this role to be patient, positive and unbiased.

Job Description

Job Summary

Reporting to the Director of EMU FLEPS, in close collaboration and partnership with the IEQIA Unit members, the Assistant Directors, team leaders, and the Continuous Professional Development Unit, the IEQIA Unit Coordinator is responsible for providing vision, leadership, coordination, accountability and advocacy for institutional assessment efforts including, but not limited to, outcomes assessment measures and other School data analysis. The job holder is responsible for applying advanced knowledge of planning principles, institutional research methodologies, complex statistical analyses, survey design and administration, and best outcome assessment practices to monitor institutional effectiveness and quality improvement. The position is responsible for developing institutional effectiveness models and creating systematic frameworks that can be used regularly to re-evaluate and track the organisation's effectiveness and, where necessary, make the required improvements. The job holder is also responsible for overseeing all quality assurance efforts within the school, including developing,

implementing and evaluating a quality assurance program. The role requires strategic thinking and planning expertise throughout the entire service development life cycle with a strong sense of quality ownership, ensuring quality is baked in from the start. Finally, the job holder leads, oversees and guides the inquiry, analysis and reporting requirements to ensure the school meets established quality standards and is competent to carry out specific conformity assessment tasks to receive global accreditations.

Duties

Institutional Effectiveness & Quality Improvement

This role involves,

- overseeing the development and implementation of a comprehensive research system for assessing the effectiveness of the School programs and services, including surveys, data reports, secondary data sources, qualitative and quantitative analyses, and research designs to make recommendations for institutional improvements
- coordinating the preparation of reports and executive summaries that articulate, synthesise, and summarise the outcomes of planning processes, research findings, projections and recommendations
- interpreting assessment findings and preparing assessment reports to summarise such findings, with particular emphasis on the quality of the assessment efforts and findings that influence institutional decision-making and policy development
- supervising the creation, administering, and reporting of institutional surveys, evaluations, and assessments
- supporting team/unit leaders in identifying appropriate critical metrics for their teams to enable effective monitoring and progress realisation
- facilitating workshops and other development programs in collaboration with IEQIA unit members to assist in conducting effective and meaningful assessment activities
- coordinating and overseeing ongoing assessments to understand services and processes' strengths and weaknesses and establish a model of evidence-based improvement
- providing thought leadership and advice on continuous improvement strategies
- working with team/unit leaders to proactively address institutional development and effectiveness issues by assessing root causes and performance gaps and helping implement appropriate interventions
- contributing to the development of a common language and scalable solutions supporting continuous improvement, institutional effectiveness, change management, governance systems, and other related capabilities and tools
- leading the development of institutional effectiveness and quality improvement understanding and capability at all levels of the school
- partnering closely with team/unit leaders to identify, scope and lead institutional effectiveness and continuous improvement initiatives that improve employee engagement, operating efficiency, and organisational productivity
- coaching and engaging with team/unit leaders to align institutional effectiveness and continuous improvement efforts with strategic and long-term goals
- identifying opportunities for growth/maturation of practice offerings and setting the direction for that growth

- advising in the development of the institutional strategic plan, its implementation, and in the assessment of the achievement of institutional goals

Quality Assurance

This role involves,

- setting up and maintaining a quality structure to ensure that the school's services, infrastructure, staff, practices, systems, and policies meet internal, external, local and international quality requirements and expectations
- overseeing all quality assurance functions across the school, working with the other unit/team leaders to deliver high-quality services
- leading the application and promotion of quality principles and quality improvement methodologies to the overall development cycle of quality improvement interventions and management activities
- evaluating services and processes from a strategic level to ensure that services meet the quality, integrity, and functionality of external and internal stakeholders' needs
- defining and implementing improvement projects that will yield new or improved testing methods, practices, processes, clearly defined roles and responsibilities, tools, systems and metrics
- collaborating with team and unit leaders to draft acceptable quality standards
- developing and implementing quality standard evaluation and auditing processes
- periodically reporting the status of quality control and operations to executive leadership and, when required, to other regulatory agencies
- managing process non-conformance investigations
- driving the adoption of best-in-class, large-scale quality disciplines
- overseeing the development of predictive models and root-cause analyses, and evaluating service and process-related quality performance metrics
- maintaining up-to-date knowledge of all applicable regulations, guidelines and standards across the school
- monitoring all quality metrics for quality assurance activities and analysing all metric data and performance
- training stakeholders on quality management systems
- overseeing and ensuring that all required documentation in preparation for audits is authored
- providing guidance, support and training to develop and interpret regulations, guidelines, institutional standards and policies
- preparing periodic reports for management review on the status of compliance, and quality standards of all facilities, processes, procedures and practices
- identifying improvement opportunities and best practices based on results of quality assurance reviews
- overseeing the tracking, monitoring, and end-to-end management of corrective and pre-emptive action plans associated with quality assurance reviews
- managing external benchmarking activities and maintaining awareness of current, best-in-class internal audit practices

- providing training to all teams for quality assurance activities and coordinating with unit/team leaders, and ensuring work according to a timeframe
- administering all global quality assurance activities and ensuring adherence to all objectives for the organisation
- managing all policies and procedures and ensuring all work is according to applicable standards and regulations
- partnering with the Continuous Professional Development team to design and deliver audit-related training program components to teams and units with varying levels of experience in quality assurance
- providing strong mentorship up, down and across the organisation and the school as a whole
- managing resources and workload balance within a group of quality professionals to ensure continuous programs meet timelines and quality & compliance expectations in an equitable manner

Accreditation Leadership

This role involves,

- providing leadership, direction, vision, and training in the planning and execution of accreditation activities
- providing leadership to support the development of continuous improvement plans and appropriate data collection processes required by the accreditation entities
- providing technical and professional guidance, consultation and support to the school's progress toward accreditation
- monitoring institutional progress toward identified accreditation goals and objectives
- overseeing activity planning, implementation, instrument development, monitoring, follow-up, and reporting systems for accreditation activities
- monitoring and ensuring compliance with accreditation standards and maintenance of documentation associated with accreditation and compliance reports
- conducting ongoing evaluation and interpretation of quality standards and accreditation standards to ensure compliance through reporting and measurement studies/methodologies
- compiling information related to quality improvement and accreditation monitoring activities for internal use and external audits and maintaining relevant records
- providing consultative services for staff towards meeting standards of accreditation entities, performance improvement, organisational compliance
- developing tools that assist in determining exposure to accreditation risks and identifying opportunities to manage and mitigate those risks
- serving as the point of contact, coordinating and collaborating with accreditation entities and unit/team leaders to ensure compliance with accreditation requirements
- defining timetables and deadlines for accreditation-related visits and the submission of required materials
- assessing continuous improvement plans and data collected for accuracy, consistency, and completeness

- maintaining the school's standing with each of its accrediting and partner bodies — Eaquals, under whose Inspection Scheme the school is accredited and inspected; the national accreditation body, under whose criteria the undergraduate preparatory programme is accredited and to which the school reports on a defined plan; and the Pearson GSE Partner School programme
- maintaining an accreditation calendar holding every external deadline, reporting obligation and renewal date across all of these relationships, and bringing them to the Senior Leadership Team far enough ahead to be acted on
- managing the improvement agenda arising from external review and the agenda arising from the school's own self-assessment as a single plan with named owners, so that work done for one is evidenced for the other
- preparing the school and its staff for site visits, including briefing, interview scheduling, evidence-room preparation and logistics

Data Stewardship

This role involves,

- providing leadership in the development of appropriate data systems to support institutional planning and policy-making procedures and maintaining databases necessary for making forecasts, planning and evaluating institutional growth, effectiveness and long-range planning
- conducting systemic analysis of data to support decision-making, preparation of standard reports, as well as the design, development, and implementation of an interactive data reporting system
- coordinating and overseeing the compilation, analysis and dissemination of quantitative and qualitative data
- managing the flow of data throughout its lifecycle: from creation and initial storage to when it becomes obsolete and is deleted
- managing data files and ensuring that the school has uniform statistical information for official reporting and analysis
- continuously reviewing factors affecting data reliability, procedural integrity, accuracy, and data security
- developing the school's data collection and evaluation framework — what each unit records, in what form, where it is deposited and on what cycle — so that evidence reaches the unit as a matter of routine rather than on request, and working towards the institutional data warehouse the school does not yet hold
- overseeing all record-keeping and documentation of the school's research and assessment activities
- fostering a culture of knowledge management through the facilitation of data access and purposeful data dialogue and use
- collaborating with the university's information technology function to support the effective use of the student information system and of such query and reporting tools as are available, and stating the limits of the available data whenever it is presented
- ensuring that meaningful, appropriate/accurate research data and supporting documentation is available to meet the decision-making needs of the school

- providing relevant, timely and accurate information to the administration in support of the program review, planning, budgeting and decision-making process at the school
- proposing to the Council the standing obligation on units to deposit a defined set of documents at fixed points in each semester, and maintaining the shared location into which they are deposited

Documentary Evidence & Self-Assessment Reporting

This role involves,

- compiling the school's Self-Assessment Reports and equivalent self-study documents, referencing every claim to documentary evidence and stating plainly, where a requirement is not yet met, what is being done about it
- designing and maintaining the school's evidence reference system, so that each document carries one unique reference and the same reference is used in the report, the index and the folder
- maintaining the master evidence tracker: what is required, who owns it, whether it has been received, whether the version held is current, and what remains outstanding
- maintaining the evidence folders, and keeping the folder, the index and the report in agreement with one another
- reconciling what the school documents against what the school does, and reporting any divergence to the Senior Leadership Team before it appears in an external report
- issuing evidence requests to units, following them up, and escalating to the Director where evidence is not supplied
- preparing the unit's own mid-year progress report and end-of-year review report in the school's standard format, on the same cycle and to the same standard as every other unit

Artificial Intelligence Governance

This role involves,

- maintaining the FLEPS Artificial Intelligence Policy: convening its scheduled reviews, preparing the papers for them, and recording the decisions taken
- keeping the policy consistent with practice as assessment, teaching and resource use change, and bringing identified inconsistencies to the Council rather than leaving them to be found externally
- holding the evidence that the policy operates: records of staff training and student AI-literacy sessions, the classification of assessments by permitted AI use, and the declaration arrangements
- advising units on the application of the policy to their own work, and coordinating the guidance issued to teachers and students

Institutional Risk

This role involves,

- maintaining the school's institutional risk register: holding the entries, prompting their review, and ensuring each has a named owner on the Senior Leadership Team or among the unit coordinators

- bringing the high-rated risks to the Senior Leadership Team each semester and to the Council annually, and recording the scoring as the unit's assessment, offered for challenge
- preparing the post-incident review after any activation of the crisis-management plan, and carrying its lessons into the plan, the school's procedures and its training
- owning the risks allocated to the unit in the register, including the loss of institutional memory at a change of post-holder, and the divergence between what the school documents and what its staff and students experience

People to work with (within the unit)

IEQIA Unit Members

People to work with (across other units)

EMU FLEPS SLT, academic and administrative team/unit coordinators; the FLEPS Council; and, outside the school, Eaquals, the national accreditation body, Pearson, the university's directorates and offices, and peer institutions and professional networks

Member, IEQIA Unit

Title: Institutional Effectiveness, Quality Improvement and Accreditation (IEQIA) Unit Member

Accountable to: IEQIA Unit Coordinator

Duration: Minimum one year with a shadowing period of 1 semester

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- be available for follow-up questions to ensure a seamless transition and continuity of operations.
- hand over the parts of the evidence index, the master evidence tracker and the accreditation calendar maintained by the post, with the status of every outstanding item.

Job Specification

Qualifications

Must-have: A minimum of five years of work experience at FLEPS

Nice-to-have: Master's degree in ELT or Educational Sciences; Certification in Educational Management / Quality Assurance in Education / Total Quality Management

Training

A holder of training / mentoring skills and/or an educational management certificate is preferable. Within the first year in post the member is expected to become familiar with the Eaquals Inspection Scheme and its documentary requirements, with the national accreditation body's criteria, and with data protection as it applies to the evidence the unit holds. Participation in professional development is logged and archived.

Experience

- Experience in a similar role is preferable

Skills

The post holder must be able to demonstrate,

- advanced understanding of how the parts impact the whole (end-to-end organisation mindset) and make the best decisions for the whole
- extensive knowledge and understanding of the organisation, strategic plan, goals and objectives, and policies and procedures
- solid strategic management skills to see the bigger picture and exhibit advanced managerial acumen
- in-depth knowledge of quality control principles, concepts, industry practices, and standards
- advanced metrics management skills
- solid knowledge and skills in assessment, research design, statistical methods, data gathering/analysis and interpretation
- strong understanding of learning theory and effective practices in teaching, assessment, and educational research
- solid know-how in principles and practices of instructional and institutional assessment
- the ability to develop and analyse data and to formulate recommendations that may influence the programs and policies within the school
- advanced skills in complex problem-solving, short and long-range planning and coordination of multiple projects and/or functions
- advanced skills to identify quality issues/discrepancies and effectively and proactively manage and resolve the problems/discrepancies in a diplomatic, flexible and constructive manner
- strong analytical and computer skills with the ability to develop, interpret, summarise and present complex data to diverse constituencies
- keen understanding of international quality control systems and regulations to adopt best-in-class systems/processes and drive continuous improvement initiatives
- persistent passion for telling the story of why quality matters in driving effortless student and teacher experience, building consensus and inspiring others to move fast on quality execution
- advanced interpersonal communication skills to successfully interact with other stakeholders that involve negotiation and collaboration with cross-functional peers and more senior management levels

- excellent communication and interpersonal skills, with the ability to interact with a broad range of internal and external stakeholders at all levels of the school
- excellent collaboration skills with strong attention to detail
- advanced skills to multi-task and manage complexity
- ability to build solid and trusting relationships, lead large/complex programs, and work across diverse units and teams
- excellent interpersonal communication skills to help create an energising team environment
- advanced training and facilitation skills

Values & Attitude

While the necessary performance-related skill sets for the role are considered, we also emphasise a values-based recruitment strategy. The soft skills and personal attributes that a candidate brings to the position are crucial. In other words, a "hire for the attitude" approach is used. Below are a few of the most salient personal attributes expected for this role: Active, analytical, approachable, committed, constructive and cooperative. We also expect the person in charge of this role to be patient, positive and unbiased.

Job Description

Job Summary

Reporting to the unit coordinator, in close collaboration and partnership with the IEQIA Unit members and members of the other units, the IEQIA Unit member is responsible for institutional assessment efforts including, but not limited to, outcomes assessment measures and other School data analysis. The job holder is responsible for applying advanced research methodologies, complex statistical analyses, survey design and administration, and best outcome assessment practices to help the unit coordinator monitor institutional effectiveness and quality improvement. The position is responsible for handling the necessary work in developing institutional effectiveness models and creating systematic frameworks that can be used regularly to re-evaluate and track the organisation's effectiveness and, where necessary, make the required improvements. The job holder is also responsible for helping the unit coordinator oversee all quality assurance efforts within the school, including developing, implementing and evaluating a quality assurance program. Finally, the job holder carries out tasks set by the unit coordinator within the framework of inquiry, analysis and reporting requirements to ensure the school meets established quality standards and is competent to carry out specific conformity assessment tasks to receive global accreditations.

Duties

Institutional Effectiveness & Quality Improvement

This role involves,

- developing and implementing a comprehensive research system for assessing the effectiveness of the School programs and services, including surveys, data reports, secondary data sources, qualitative and quantitative analyses, and research designs in order to help the unit coordinator make recommendations for institutional improvements

- preparing reports and executive summaries that articulate, synthesise, and summarise the outcomes of planning processes, research findings, projections and recommendations
- working with and assisting the unit coordinator in interpreting assessment findings and preparing assessment reports to summarise such findings, with particular emphasis on the quality of the assessment efforts and findings that influence institutional decision-making and policy development
- creating, administering, and reporting institutional surveys, evaluations, and assessments
- working closely with other unit members in identifying appropriate critical metrics for their teams to enable effective monitoring and progress realisation
- contributing to the planning and running of workshops and other development programs under the guidance of the unit coordinator to assist other operational units in conducting effective and meaningful assessment activities
- take part in ongoing assessments in order to understand the school units' strengths and weaknesses and assist the unit coordinator in establishing a model of evidence-based improvement
- working in close collaboration with other unit members to address institutional development and effectiveness issues by assessing root causes and performance gaps and reporting to the unit coordinator to help implement appropriate interventions
- contributing to the development of a common language and scalable solutions supporting continuous improvement, institutional effectiveness, change management, governance systems, and other related capabilities and tools
- assisting the unit coordinator in advising the school leadership in the development of the institutional strategic plan, its implementation, and in the assessment of the achievement of institutional goals

Quality Assurance

This role involves,

- assisting the unit coordinator in setting up and maintaining a quality structure to ensure that the school's services, infrastructure, staff, practices, systems, and policies meet internal, external, local and international quality requirements and expectations
- carrying out the necessary tasks to ensure the effective application and promotion of quality principles and quality improvement methodologies to the overall development cycle of quality improvement interventions and management activities
- assisting the unit coordinator in evaluating services and processes from a strategic level to ensure that services meet the quality, integrity, and functionality of external and internal stakeholders' needs
- assisting the unit coordinator in developing and implementing quality standard evaluation and auditing processes
- participating and carrying out work in the development of predictive models and root-cause analyses, and evaluating service and process-related quality performance metrics
- assisting the unit coordinator in maintaining up-to-date knowledge of all applicable regulations, guidelines and standards across the school

- involving in the execution of all quality metrics for quality assurance activities and analysing all metric data and performance
- assisting the unit coordinator in training stakeholders on quality management systems
- preparing all required documentation in preparation for audits
- providing guidance, support and training to develop and interpret regulations, guidelines, institutional standards and policies
- assisting the unit coordinator in preparing periodic reports for management review on the status of compliance, and quality standards of all facilities, processes, procedures and practices
- do the tracking, monitoring, and end-to-end management of corrective and pre-emptive action plans associated with quality assurance reviews
- executing the provision of training to all teams for quality assurance activities
- administering all global quality assurance activities and ensuring adherence to all objectives for the organisation
- ensuring all work is according to applicable standards and regulations
- assisting the unit coordinator in providing strong mentorship up, down and across the organisation and the school
- assisting the unit coordinator in managing resources and workload balance within a group of quality professionals to ensure continuous programs meet timelines and quality & compliance expectations in an equitable manner

Accreditation Leadership

This role involves,

- assisting the unit coordinator in providing technical and professional guidance, consultation and support to the school's progress toward accreditation
- working on activity planning, implementation, instrument development, monitoring, follow-up, and reporting systems for accreditation activities
- assisting the unit coordinator in monitoring and ensuring compliance with accreditation standards and maintenance of documentation associated with accreditation and compliance reports
- conducting ongoing evaluation and interpretation of quality standards and accreditation standards to ensure compliance through reporting and measurement studies/methodologies
- compiling information related to quality improvement and accreditation monitoring activities for internal use and external audits and maintaining relevant records
- providing consultative services for staff towards meeting standards of accreditation entities, performance improvement, organisational compliance
- developing tools that assist in determining exposure to accreditation risks and identifying opportunities to manage and mitigate those risks
- defining timetables and deadlines for accreditation-related visits and the submission of required materials
- assessing continuous improvement plans and data collected for accuracy, consistency, and completeness

- supporting the unit coordinator in the school's relationships with its accrediting and partner bodies — Eaquals, the national accreditation body and the Pearson GSE Partner School programme — and keeping the accreditation calendar current
- preparing the school and its staff for site visits, including interview scheduling, evidence-room preparation and logistics

Data Stewardship

This role involves,

- conducting systemic analysis of data to support decision-making, preparation of standard reports, as well as the design, development, and implementation of an interactive data reporting system
- working in the compilation, analysis and dissemination of quantitative and qualitative data
- managing the flow of data throughout its lifecycle: from creation and initial storage to when it becomes obsolete and is deleted
- managing data files and ensuring that the school has uniform statistical information for official reporting and analysis
- continuously reviewing factors affecting data reliability, procedural integrity, accuracy, and data security
- contributing to the development of the school's data collection and evaluation framework — what each unit records, in what form, where it is deposited and on what cycle — and working towards the institutional data warehouse and reporting system the school does not yet hold
- managing necessary record-keeping and documentation of the school's research and assessment activities
- maintaining the shared location into which units deposit their evidence, and checking deposits against what is due

Documentary Evidence & Self-Assessment Reporting

This role involves,

- drafting assigned Categories or sections of the school's Self-Assessment Reports and equivalent self-study documents, referencing every claim to documentary evidence
- applying the school's evidence reference system consistently, so that each document carries one unique reference and the same reference is used in the report, the index and the folder
- keeping the master evidence tracker up to date for the items assigned to the post: what has been received, whether the version held is current, and what remains outstanding
- maintaining the evidence folders, and checking the folder, the index and the report against one another
- reporting to the unit coordinator any divergence found between what the school documents and what the school does
- issuing and following up evidence requests to units, and reporting non-supply to the unit coordinator
- contributing to the unit's mid-year progress report and end-of-year review report

Artificial Intelligence Governance

This role involves,

- supporting the review cycle of the FLEPS Artificial Intelligence Policy, including the preparation of papers and the recording of decisions
- collecting and holding the evidence that the policy operates: records of staff training and student AI-literacy sessions, the classification of assessments by permitted AI use, and the declaration arrangements
- assisting units with the application of the policy to their own work, and helping prepare the guidance issued to teachers and students

Institutional Risk

This role involves,

- maintaining the entries in the school's institutional risk register and prompting their review by the named owners
- preparing the risk papers for the Senior Leadership Team and the Council
- assisting the unit coordinator with the post-incident review following any activation of the crisis-management plan

People to work with (within the unit)

The IEQIA Unit Coordinator and the other IEQIA Unit Members

People to work with (across other units)

Members of all FLEPS academic and administrative units; the Senior Leadership Team and the FLEPS Council as required; and, through the unit coordinator, Eaquals, the national accreditation body and Pearson

Coordinator, Continuous Professional Development (CPD) Unit

Title: EMU FLEPS CPD Unit, Coordinator

Accountable to: EMU FLEPS Director

Accountable for: EMU FLEPS team members (course organisers, syllabus and testing units, FLEPS teachers and students)

Duration: Minimum 3 years with a shadowing period of 1 semester

Reference: FLEPS Administrative Procedures and Policies Item 31, Applying for Posts

Departing the position: Upon vacating the position, the post holder is required to:

- transfer all relevant data, including passwords and resources, to the incoming post holder.
- organize a comprehensive handover orientation, detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.

- be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

The mission of the EMU FLEPS Continuous Professional Development (CPD) Unit is to generate organisational capabilities by ensuring that the School has the skilled, engaged, committed, and well-motivated teachers it needs to achieve outstanding academic outputs and sustained teacher and student satisfaction. The Unit drives strategic and cultural change through the development of continuous L&D and people strategies, to enhance the performance and capability of our colleagues at all levels. The Unit is committed to empowering our teachers and teams with advanced skills and knowledge to drive performance, inspire change and unlock potential. CPD is responsible for ensuring EMU FLEPS is equipped with innovative tools, streamlined processes and modern learning platforms that enable our teachers to learn and grow. The Unit strives to foster a learning culture that encourages a growth mindset, aligns with professional development, links to competencies and performance, and provides recognition for teachers' learning and growth.

Job Specification

Qualifications

Must-have:

- Master's Degree or equivalent relevant experience

Nice-to-have:

- Ph.D. degree in Educational Management / Professional Development / Learning and Development
- Advanced Diploma in Strategic Learning and Development

Training

- N.A.

Experience

- 5 years of professional experience in a similar role

Skills

The post holder should be able to demonstrate:

Leadership Skills: Experience in leading organizational development and learning initiatives.

Strategic Understanding: A solid grasp of the link between learning and development and organizational strategy.

Management Skills: Proficiency in people management, change management, process management, and project management, particularly in driving organizational change through learning and talent development.

Workforce Development Knowledge: Knowledgeable about current trends and developments in workforce learning and organizational development.

Strategic Execution: Ability to translate vision into strategy and deliver on strategic plans.

Operational Planning: Competence in converting strategic indicators into actionable operational plans.

Future Planning: Strong management skills in balancing immediate priorities while planning for future strategic needs.

Data and Analytics: Understanding how to leverage data and analytics to develop insights and support decision-making.

Project Management: Skilled in managing multiple priorities simultaneously and operationalizing and scaling programs with multiple stakeholders.

Interpersonal Skills: Ability to create and maintain effective professional relationships with internal and external stakeholders.

Communication Skills: Proficient in interpersonal communication to motivate, influence, and coach senior leadership, stakeholders, and peer groups.

Learning Design: Knowledgeable in learning design, instructional design, e-learning technologies, content development, and delivery.

Process Management: Experience in assuring, monitoring, evaluating, and enhancing the provision of taught programs to high standards.

Consultation and Partnership: Capable of consulting and partnering with stakeholders at all levels and developing and implementing effective learning and professional development strategies.

Team Leadership: Ability to lead and motivate others to achieve objectives, with experience in translating and disseminating strategic goals related to teaching and learning.

Quality Assurance: Understanding and experience in deploying academic quality assurance objectives and formulating action plans for areas of development.

Values & Attitude

A CPDU coordinator embodies the following values and attitudes to foster a supportive and effective learning environment:

- Commitment to Excellence: A CPDU coordinator is dedicated to our School’s service excellence targets.
- Investment in Staff: A CPDU coordinator continuously invests in our teachers and aims to make the school an employer of choice.
- Individual Development: A CPDU coordinator cares about our teachers' individual development needs and social well-being.
- Active Listening: A CPDU coordinator listens to colleagues to understand their unique needs and expectations.
- Cross-Generational Awareness: A CPDU coordinator recognizes and addresses cross-generational differences in professional development needs and expectations.
- Collaboration and Mentoring: A CPDU coordinator encourages cross-generational interaction and cooperation through collaborative work, mentoring, and coaching.
- Valuing Diversity: A CPDU coordinator appreciates and develops colleagues’ diverse talents, initiative, and leadership.

- Professionalism: A CPDU coordinator treats our teachers with dignity and professionalism.
- Trust and Integrity: A CPDU coordinator builds and sustains trust with colleagues through responsible actions and honest relationships.
- Teamwork: A CPDU coordinator achieves more when collaborating and working together.
- Embracing Change: A CPDU coordinator believes in change and lifelong learning.
- Inclusion and Respect: A CPDU coordinator acknowledges cultural and individual differences, valuing the unique qualities colleagues bring to their roles.
- Equity and Inclusion: A CPDU coordinator ensures colleagues from different backgrounds are included on equal terms.
- Championing Values: A CPDU coordinator ensures the EMU FLEPS's culture, values, diversity, equity, and inclusion agendas are reflected in all learning initiatives.

Personal Attributes

While the necessary performance-related skill sets for the role are important, a CPDU coordinator must embody the following personal attributes:

- Active: Engaged and energetic in their approach.
- Agreeable: Cooperative and pleasant to work with.
- Ambitious: Motivated to achieve and improve.
- Approachable: Easy to talk to and open to feedback.
- Attentive: Careful and observant of details.
- Caring: Concerned about others' well-being.
- Cheerful: Positive and optimistic in demeanor.
- Committed: Dedicated to their work and the organization's goals.
- Confident: Self-assured in their abilities.
- Considerate: Thoughtful of others' needs and feelings.
- Consistent: Reliable and steady in their performance.
- Cooperative: Willing to work collaboratively with others.
- Curious: Eager to learn and understand new things.
- Courteous: Polite and respectful towards others.
- Determined: Persistent in achieving goals.
- Empathetic: Understanding and sharing the feelings of others.
- Enthusiastic: Passionate and eager about their work.
- Flexible: Adaptable to changing circumstances.
- Friendly: Warm and kind in interactions.
- Motivated: Driven to perform well and achieve results.
- Objective: Fair and impartial in their decisions.
- Optimistic: Positive about the future and outcomes.
- Outgoing: Sociable and comfortable interacting with others.
- Patient: Able to handle delays or difficulties calmly.
- Productive: Efficient and effective in their work.
- Progressive: Open to new ideas and improvements.
- Reliable: Dependable and trustworthy.

- Resilient: Able to recover quickly from setbacks.
- Respectful: Showing consideration and respect for others.
- Responsible: Accountable for their actions and duties.
- Responsive: Quick to respond and engage with others.
- Sympathetic: Compassionate and supportive.

Job Description

Job Summary

- Central Strategic Role: Oversees the design, development, implementation, and support of school-wide professional growth practices.
- Reporting Structure: Reports directly to the Director of EMU FLEPS and collaborates closely with Assistant Directors and team leaders.
- Needs Assessment: Identifies and addresses professional development needs, preferences, and interests of FLEPS staff.
- System and Process Establishment: Establishes and communicates systems and processes to support professional learning initiatives.
- Facilitation of PD Workshops: Designs and facilitates professional development workshops.
- Support Initiatives: Supports professional learning through care and share meetings at FLEPS.

Duties

Learning & Development

This role involves

- Strategic Planning: Developing and implementing school-wide learning strategies aligned with talent and capability goals.
- Needs Assessment: Collaborating with stakeholders to identify organizational skills and knowledge gaps.
- Solution Design: Leading innovative learning solutions that support strategic priorities.
- Assessment and Metrics: Establishing feedback mechanisms to measure program impact on skills and key performance indicators (KPIs).
- Technology Integration: Implementing tech solutions to enhance learning efficiency.
- Empowerment and Engagement: Creating experiences to empower colleagues in their development.
- Learning Opportunities: Identifying performance and networking-based learning needs.
- Engagement and Retention: Designing learning experiences to enhance colleague engagement.
- Evaluation and Improvement: Tracking, reporting, and enhancing training programs based on data insights.
- Team Leadership: Building and leading a team focused on effective training solutions.
- Collaboration and Partnership: Partnering with stakeholders to ensure quality instructional content.

- Curriculum Management: Maintaining accurate curriculum and training records to ensure accessibility.
- Continuous Learning: Staying updated with best practices and advancements in adult learning, education, and training methodologies.
- Cross-functional Collaboration: Fostering teamwork among support staff, teachers, and administration to align with organizational goals.

Induction Programs for New Hires

This role involves,

- Overseeing Program Design and Implementation: Managing the design, implementation, and evaluation of EMU FLEPS Induction Programs for newly graduated teachers and new hires with no prior EMU FLEPS experience, covering academic, administrative, cultural, and legal onboarding, orientation, training, and acculturation processes.
- Supporting New Hires: Overseeing support mechanisms through meetings, planning sessions, team events, and training to achieve pre-agreed learning and development goals.
- Coaching and Mentoring: Designing and overseeing coaching and mentoring processes implemented by experienced CPD members.
- Developing Competencies: Enhancing mentoring and coaching skills of CPD members involved with the new hires program.
- Career Planning: Designing, implementing, and overseeing career planning frameworks for new hires.
- Tracking Progress: Collecting evidence of progress in acculturation with organizational culture, professional development, and quality standards.
- Training Platforms: Overseeing the design, implementation, and evaluation of asynchronous and synchronous training platforms.

Teacher Research

This role involves,

- Research Program Development: Facilitating and overseeing research programs to improve academic and administrative services and explore new methodologies and techniques.
- Organization-wide Research Projects: Managing research projects, analyzing results, and providing recommendations and action plans.
- Researcher Development: Developing programs to foster a research-oriented mindset among teachers.
- Data Quality Improvement: Enhancing data quality for evidence-based decision-making on institutional effectiveness and quality assurance.
- Research Facilitation: Assisting with the design, data collection, analysis, and reporting of research projects.
- Collaborative Practice: Working with front-line practitioners to promote reflective practice and stakeholder engagement.
- Research Opportunities: Creating opportunities for Master's and PhD students to conduct research within the School.

Communication with Our Colleagues

This role involves,

- Providing updates and support for national and international teacher learning opportunities and events.
- Maintaining the FLEPS National and International Conference Calendar.
- Informing FLEPS teachers about upcoming web-based workshops and seminars.
- Sharing details on free online support and training opportunities.
- Advising FLEPS teachers on funding and sponsorship opportunities for professional learning events.
- Organizing professional development workshops, events, and meetings to foster interaction and collaboration among staff.

People to work with (within the Unit)

CPD Unit Members, internal trainers

People to work with (across other units)

All instructors, academic and administrative team/unit leaders, FLEPS Admin, external trainers

Quality Assurance & Improvement

A. Continual evaluation, reflection, and action on improving the quality of the services

This role involves:

- Reviewing and improving current quality standards and policies related to learning and development activities.
- Ensuring consistency in quality across all learning and development activities by checking processes and final outputs.
- Conducting quantitative and qualitative research to analyze the efficiency of learning and development activities and identify areas for improvement.
- Facilitating corrective and pre-emptive interventions by collecting and analyzing quality data from teachers and trainers.
- Measuring the impact of changes to verify the effectiveness of interventions.
- Keeping records of quality assurance reports, research findings, quality improvement plans, progress reports, and relevant documentation for submission to the EMU FLEPS IEQIA Unit for audits.

B. Professional Needs Analysis & Addressing of Needs

This role focuses on:

- Identifying the Unit's professional development (PD) needs based on data from evaluation and review stages.
- Determining procedures for addressing these PD needs, such as planning further training to improve mentoring skills.
- Communicating these plans to the administration to discuss and align action plans with the Unit's quality improvement agenda.

Member, Continuous Professional Development (CPD) Unit

Title: EMU FLEPS CPD Unit Member

Accountable to: EMU FLEPS CPD Unit Coordinator

Accountable for: EMU FLEPS teachers

Duration: Minimum 3 years with potential for renewal based on performance and mutual agreement.

Departing the position: Upon vacating the position, the post holder is required to:

- Transfer all relevant data, including passwords and resources, to the incoming post holder.
- Organize a comprehensive handover orientation detailing the job requirements, operational flow, data sources, roles, and responsibilities. This orientation should also include an overview of ongoing projects, key contacts, critical deadlines, and access to essential systems and tools.
- Be available for follow-up questions to ensure a seamless transition and continuity of operations.

Mission Statement

The mission of the EMU FLEPS Continuous Professional Development (CPD) Unit is to generate organizational capabilities by ensuring that the School has the skilled, engaged, committed, and well-motivated teachers it needs to achieve outstanding academic outputs and sustained teacher and student satisfaction. The Unit drives strategic and cultural change through the development of continuous learning and development (L&D) and people strategies to enhance the performance and capability of our colleagues at all levels. The Unit is committed to empowering our teachers and teams with advanced skills and knowledge to drive performance, inspire change, and unlock potential. CPD ensures EMU FLEPS is equipped with innovative tools, streamlined processes, and modern learning platforms that enable our teachers to learn and grow. The Unit strives to foster a learning culture that encourages a growth mindset, aligns with professional development, links to competencies and performance, and provides recognition for teachers' learning and growth.

Job Specification

Qualifications

Must-have:

- Bachelor's Degree in Education, Professional Development, Learning and Development, or a related field.

Nice-to-have:

- Master's Degree in a related field.
- Advanced certifications in Learning and Development or Strategic People Management.

Training

Experience

- 3 years of professional experience in a similar role.

Skills

The post holder must be able to demonstrate:

Understanding of Learning and Development: Solid grasp of learning and development principles and their connection to organizational strategy.

Project Management: Effective project management skills with the ability to manage multiple priorities simultaneously.

Data Analysis: Proficiency in data analysis and using insights to inform decision-making.

Interpersonal Skills: Excellent interpersonal skills for maintaining professional relationships with stakeholders.

Communication Skills: Strong communication skills for motivating and coaching colleagues.

Instructional Design Knowledge: Familiarity with instructional design and e-learning technologies.

Commitment to Improvement: Dedication to continuous improvement and quality assurance.

Values & Attitude

CPDU members:

- Commitment to Excellence: Are dedicated to meeting their School's service excellence targets.
- Professional Development: Continuously support and invest in the professional development of teachers.
- Individual Development: Prioritize teachers' individual development needs and social well-being.
- Listening and Understanding: Actively listen to teachers to understand their unique needs and expectations.
- Cross-Generational Awareness: Recognize and address differences in professional development needs and expectations across generations.
- Collaboration and Mentoring: Promote cross-generational interaction and cooperation through collaborative work, mentoring, and coaching.
- Valuing Diversity: Appreciate and nurture their colleagues' diverse talents, initiative, and leadership.
- Dignity and Professionalism: Treat teachers with dignity and professionalism.
- Trust and Honesty: Build and sustain trust with colleagues through responsible actions and honest relationships.
- Inclusion and Respect: Acknowledge cultural and individual differences, valuing the unique qualities colleagues bring to their roles.
- Equal Opportunity: Ensure colleagues from different backgrounds are included as part of the organization on equal terms with everyone else.

Job Description

Job Summary

- Identifying Professional Development Needs: A CPD Unit member is responsible for identifying and addressing the professional development needs, wants, and interests of FLEPS staff.
- Designing and Facilitating Learning: They support the development and implementation of professional learning by designing and facilitating PD workshops and care and share meetings at FLEPS.
- Creating a Collaborative Environment: CPD Unit members contribute to creating a collaborative and innovative learning environment that supports the continuous growth and development of all teaching staff.

Duties

Learning & Development

This role involves,

- Strategy Support: Supporting the implementation of school-wide learning and development strategies.
- Needs Assessment: Collaborating with stakeholders to identify and address skills and knowledge gaps.
- Innovative Solutions: Assisting in the design and development of impactful learning solutions aligned with strategic goals.
- Feedback and Metrics: Helping to establish assessment mechanisms and metrics to monitor the effectiveness of learning practices on skills and KPIs.
- Technology Integration: Assisting in identifying and implementing technology to enhance learning and reduce costs and lead time.
- Empowerment: Creating experiences that empower colleagues to own their development and access growth resources.
- Needs Analysis: Conducting analysis to identify performance and networking-based learning opportunities.
- Engaging Experiences: Designing engaging learning experiences to ensure knowledge transfer and improve engagement and retention.
- Program Evaluation: Tracking and evaluating training programs for participation and effectiveness, and suggesting improvements.
- Team Collaboration: Working with the learning and development team to deliver best-in-class training.
- Curriculum Management: Maintaining an updated curriculum database and training records.
- Continuous Improvement: Staying updated on best practices in adult learning and training technology.
- Cross-functional Collaboration: Promoting collaboration among staff to foster organizational alignment and commitment.
- Resource Optimization: Assisting in balancing internal and external learning solutions to maximize resource use and team capabilities.

Induction Programs for New Hires

This role involves:

- Assisting in Program Management: Supporting the design, implementation, and evaluation of EMU FLEPS Induction Programs for newly graduated teachers and new hires. This includes academic, administrative, cultural, and legal onboarding, orientation, training, and acculturation.
- Supporting New Hires: Assisting with meetings, planning sessions, team events, and training to achieve learning and development goals.
- Coaching and Mentoring: Helping design and oversee coaching and mentoring processes by experienced CPD members.
- Developing Competencies: Enhancing mentoring and coaching skills of CPD members involved in the new hires program.
- Tracking Progress: Collecting evidence of progress and acculturation with organizational culture, professional development, and quality standards.
- Supporting Training Platforms: Aiding in the design, implementation, and evaluation of asynchronous and synchronous training platforms.

Teacher Research

This role involves,

- Facilitating Research Programs: Supporting the development of research programs to improve academic and administrative services and explore new methodologies and techniques.
- Overseeing Research Projects: Assisting in managing organization-wide research projects, analyzing results, and providing recommendations and action plans.
- Researcher Development: Helping develop frameworks and programs to instil a research-oriented mindset among teachers.
- Improving Data Quality: Enhancing the quality of information and data available to support evidence-based decision-making on institutional effectiveness and quality assurance.
- Supporting Research Projects: Facilitating a wide range of research projects, assisting with design, data collection, analysis, and reporting of findings using both quantitative and qualitative methods.
- Collaborative Practice: Working with front-line practitioners to promote reflective practice and stakeholder engagement.

Communication with Our Colleagues

This role involves,

- Providing Updates: Keeping staff informed about national and international teacher learning opportunities and events.
- Organizing Events: Coordinating professional development workshops, events, and meetings to foster staff collaboration.
- Delivering Training Programs: Implementing development and training programs to equip staff with necessary skills for achieving high standards and delivering excellent academic outputs.

People to work with (within the Unit)

CPD Unit coordinator, members, internal trainers

People to work with (across other units)

All instructors, academic and administrative team/unit leaders, FLEPS Admin, external trainers

Quality Assurance & Improvement

A. Continual evaluation, reflection, and action on improving the quality of the services

This role involves,

- Quality Strategy Development: Creating and maintaining a quality improvement strategy and policies to ensure a consistent approach across all CPD programs.
- Continuous Improvement Process: Establishing ongoing evaluation and reflection processes to enhance the quality of services provided by the CPD Unit.
- Data Analysis: Conducting research and analyzing qualitative and quantitative data to assess the efficiency of learning and development activities.
- Identifying Improvements: Analyzing quality data from CPD activities to pinpoint areas for improvement and develop corrective and pre-emptive interventions.
- Quality Reviews: Developing and implementing an annual program of internal quality reviews to ensure compliance with national and international standards.
- Ensuring Compliance: Ensuring that all CPD programs meet established quality standards and addressing any areas of non-compliance.

B. Professional Needs Analysis & Addressing of Needs

This role focuses on

- Needs Identification: Using data from evaluation and review stages to identify PD needs within the Unit.
- Planning and Implementation: Developing procedures to address identified PD needs, such as additional training to enhance mentoring skills.
- Communication with Administration: Sharing plans with administration to develop and discuss action plans aligned with the Unit's quality improvement agenda.

Coordinator, Strategic Communications Unit

Title: Strategic Communications Unit Leader (Coordinator), EMU FLEPS

Mission

The mission of the Strategic Communications Unit at EMU FLEPS is to expertly navigate the dynamic landscape of educational communication, positioning the School as a signpost of academic excellence and cultural diversity. Through strategic brand positioning, our team dedicates itself to enhancing the School's reputation and visibility, aligning values, and ensuring consistent messaging across all channels. In the realm of web management and analytics, we take charge of the School's online presence, optimizing the website for search engines, and utilizing data-driven insights for continuous improvement. On LinkedIn, we establish a professional and academic entity, fostering relationships, monitoring engagement metrics, and leveraging partnerships for amplified presence. The visual branding aspect involves overseeing

design elements, ensuring alignment with brand guidelines, and utilizing analytics to resonate effectively. Verbal branding emphasizes consistent messaging, with regular assessments and training to reinforce the School's voice. In social media management, we lead impactful themes, monitor metrics, and explore emerging trends to manage reputation effectively. Content design is a collaborative effort, ensuring visually appealing materials that reflect the latest educational advancements and resonate with our diverse audience, creating a narrative that echoes the values and achievements of EMU FLEPS.

Our Values

- Innovation: We embrace creativity and innovation in communication strategies to stay ahead in the dynamic landscape of educational communications.
- Collaboration: We foster a collaborative and inclusive environment with diverse departments, teams, and stakeholders to amplify the School's message.
- Integrity: We uphold the highest standards of honesty, transparency, and ethical conduct in all communication efforts, ensuring trust and credibility.
- Excellence: We strive for excellence in every aspect of communication, from brand positioning to content design, to consistently exceed expectations.
- Diversity and Inclusion: We celebrate and respect the diversity within the School, ensuring that communication efforts reflect a multicultural perspective and promote inclusivity.
- Adaptability: We embrace change and proactively adapt to evolving trends, technologies, and challenges in the field of the School's communications.
- Empathy: We understand the needs and perspectives of different stakeholders, demonstrating empathy in communication to build strong and meaningful connections.
- Accountability: We take ownership of responsibilities and outcomes, ensuring that communication efforts align with the School's goals and contribute to overall success.
- Continuous Learning: We cultivate a culture of continuous learning, staying informed about industry trends, best practices, and emerging technologies to drive innovation and improvement.

Job Description

Brand Positioning

This role involves,

- strategizing and implementing effective brand positioning strategies to enhance the School's reputation and visibility.
- developing and maintaining a clear understanding of the School's values, goals, and unique selling points to position it favorably in the market.
- collaborating with various units/teams to ensure consistent brand messaging across all communication channels.
- conducting regular market research and competitor analysis to identify emerging trends and opportunities, adapting brand positioning strategies accordingly.
- collaborating with cross-functional teams to align brand positioning with ongoing institutional initiatives and academic advancements.

Web Management & Web Analytics

This role involves,

- taking charge of the School's website, ensuring it is up-to-date, user-friendly, and aligns with the brand's visual identity.
- utilizing web analytics tools to monitor website performance, user engagement, and other relevant metrics.
- implementing strategies to optimize the website for search engines (SEO) to improve online visibility and reach a wider audience.
- implementing routine website audits and user experience testing to gather numerical data on website performance and non-numerical insights on user satisfaction, contributing to continuous improvement in the online presence.

LinkedIn

This role involves,

- managing and enhancing the School's presence on LinkedIn, establishing it as a reputable professional and academic entity.
- developing and implementing a content strategy for LinkedIn, focusing on industry trends, achievements, and thought leadership to engage the professional community.
- fostering relationships with key stakeholders, alumni, and industry leaders on the LinkedIn platform.
- monitoring engagement metrics on LinkedIn, including likes, shares, and comments, alongside qualitative feedback to measure the impact of content and maintaining an active and positive institutional presence on the platform.
- establishing and nurturing partnerships with industry influencers, leveraging their networks to amplify the School's presence on LinkedIn.
- developing and maintaining a comprehensive content calendar, ensuring a consistent and varied posting schedule to engage a broad audience.

Visual Branding

This role involves,

- overseeing the visual branding elements of the School, including logos, graphics, and other design elements.
- ensuring that all visual materials align with the established brand guidelines and convey a cohesive and professional image.
- collaborating with designers and other team members to create visually appealing and effective communication materials.
- tracking visual content performance through analytics tools, and gathering qualitative feedback to assess the resonance of visual materials, ensuring they effectively communicate the desired brand image.
- conducting regular market research and competitor analysis to identify emerging trends and opportunities, adapting brand positioning strategies accordingly.
- collaborating with cross-functional teams to align brand positioning with ongoing institutional initiatives and academic advancements.

Verbal Branding

This role involves,

- developing and maintaining a consistent and compelling verbal brand identity for the School, ensuring that messaging aligns with the overall brand strategy.
- crafting and editing written content for various communication channels, including press releases, speeches, and official statements.
- training and guiding staff to communicate in a manner that reinforces the institution's verbal branding.
- conducting regular assessments of written communication materials, collecting quantitative data on readability and engagement metrics, coupled with qualitative feedback to ensure verbal branding aligns with institutional messaging goals.
- establishing a comprehensive editorial calendar to guide the creation of written content, aligning it with institutional goals and key messaging.

Social Media Management

This role involves,

- taking a lead role in managing the School's presence on various social media platforms.
- developing and executing social media campaigns that align with institutional goals and resonate with the target audience.
- monitoring and analyzing social media metrics to measure the effectiveness of campaigns and adjust strategies as needed.
- utilizing social media analytics to measure key performance indicators such as reach, engagement, and conversions, while also collecting anecdotal evidence and feedback to assess the qualitative impact of social media communication efforts.
- implementing crisis communication plans to effectively manage and mitigate any potential reputational challenges on social media platforms.
- exploring emerging social media trends and platforms to identify new opportunities for engagement and audience outreach.

Content Design

This role involves,

- leading the content design efforts, ensuring that all communication materials are visually appealing and aligned with the School's brand.
- collaborating with content creators to develop engaging and informative content for various platforms.
- implementing A/B testing and analyzing click-through rates on various content designs, while also gathering non-numerical feedback on design aesthetics and clarity, ensuring a continuous improvement cycle for content creation.
- collaborating with units/teams to ensure that content design reflects the latest educational advancements, research initiatives, and student achievements.
- implementing user feedback mechanisms to gather insights on content design preferences, ensuring materials resonate with the target audience.

Job Specification

The ideal candidate will possess a combination of education, professional experience, and skills to lead the Strategic Communications Unit effectively, fostering a positive and impactful communication culture within EMU FLEPS.

- Exceptional written and verbal communication skills in English. Proficiency in additional languages is an advantage.
- Ability to craft compelling messages and narratives that resonate with diverse stakeholders.
- Strong strategic thinking and planning skills, with the ability to align communication efforts with institutional goals and market trends.
- Extensive experience in brand positioning, with a deep understanding of visual and verbal branding principles.
- Proven ability to develop and maintain a consistent and compelling institutional brand identity.
- Proficient in web management, SEO optimization, and web analytics tools.
- Experience in managing and enhancing institutional presence on LinkedIn and other social media platforms.
- Demonstrated leadership skills with the ability to lead, motivate, and inspire a team.
- Proven experience collaborating with cross-functional teams and managing key stakeholder relationships.
- Experience in developing and implementing crisis communication plans.
- Ability to manage and mitigate potential reputational challenges on various communication channels.
- Strong analytical skills, capable of interpreting both quantitative and qualitative data to measure the effectiveness of communication efforts.
- Proficiency in graphic design tools and a solid understanding of visual communication principles.
- Familiarity with emerging technologies and trends in communication tools and platforms.
- Awareness and appreciation of cultural diversity, with the ability to tailor communication strategies to resonate with a multicultural audience.
- Demonstrated commitment to continuous learning, staying informed about industry best practices.
- Strong project management skills, capable of handling multiple priorities and deadlines simultaneously.
- Proven ability to establish and nurture partnerships, particularly with industry influencers and key stakeholders.

66. PEOPLE AT FLEPS (FLEPS Academic Staff)

Afet AKTUĞRALI, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language and Humanities, EMU.

Afet ŞEYTAN, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Educational Sciences, EMU.

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