Eastern Mediterranean University
"For Your International Career"

Foreign Languages and English Preparatory School

2026-27

Teachers' Handbook

FOREIGN LANGUAGES DIVISION



Eaquals

DEDAK Dil Eğitimi Değerlendirme ve Akreditasyon Kurulu

Pearson GOLD GSE Partner Global Scale of English

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I. 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.

II. 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.

III. VISION

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

IV. 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.

V. OUR CORE VALUES

The School's core values, set out in the FLEPS Foundational Policies approved by the FLEPS Council in March 2026, are:

- ✓ **A Community of Learning** – *driven by the desire to promote the sustainable life-long practices that are both required and useful in the 'real world'.*
- ✓ **A Community of Personal Discovery and Reflective Skepticism** – *engaged by a love of collaboration, critical thinking, communication, creativity and innovation…all working across boundaries to help students and staff become the best versions of themselves.*
- ✓ **A Community of Belonging** – *grounded on a passion for modern, democratic and multi-cultural understanding and mutual respect.*

VI. FLEPS PRINCIPLES: CONSTRUCTIVIST, STUDENT-CENTRED 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.
- **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.

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.

VII. EQUAL OPPORTUNITIES POLICY

A. 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.

This chapter is read together with the Equal Opportunities and Inclusiveness Policy approved by the FLEPS Council in March 2026 as part of the FLEPS Foundational Policies, which is the School's governing statement on equality, inclusion and accessibility. Where the two differ, the Foundational Policies apply.

- A good work environment for teaching 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 life of the school.
- 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, teaching 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 issues 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.

B. 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.

C. 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.

D. 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.

E. Sexuality

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

F. Special educational needs

- We welcome students with special needs. We undertake to assess and meet the needs of all our students as far as we are able. We aim to create a happy and educationally exciting environment in which all students can prosper.
- Because learners develop at different rates for different activities, we adopt a learner-centred approach to learning which is based on each student's needs.
- We try to ensure that students with physical disabilities are facilitated in participating in the school's curriculum to the fullest possible extent.
- Learners with special educational needs constitute a very diverse group: they include students with physical, emotional, behavioural or learning difficulties, those with impaired sight or hearing. We acknowledge that especially able learners have special needs, too.
- We seek assistance from a wide range of agencies where appropriate: for example, our school's psychological counsellor, our university's medical practitioners and psychologists.

G. 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 in the web-site, http://ww1.emu.edu.tr/en/academics/job-opportunities/1237

Posts at FLEPS are open to all applicants irrespective of nationality or first language. Applicants are assessed against published criteria applied in the same way to every

candidate: their qualifications, their teaching experience, their proficiency in the language they will teach and their teaching competence.

- Our school's Equal Opportunities Policy applies for the selection of ICELT candidates and any other professional development course. We clearly announce the procedures for application, screening and selection of candidates for the course.
  - *Adapted from: http://www.educationengland.org.uk/articles/pol02equal.html*

VIII. 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.

IX. 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.

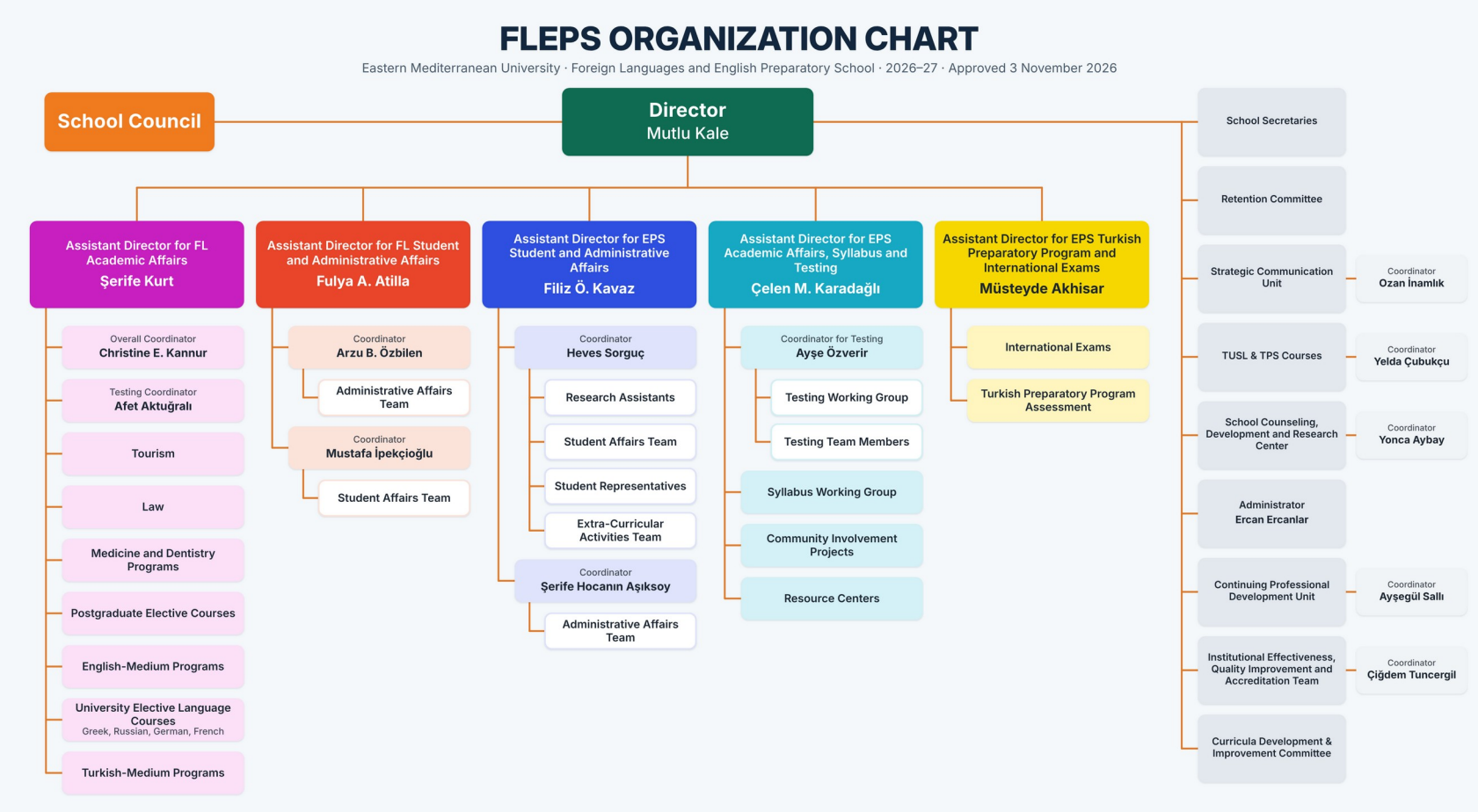
This holistic engagement guarantees that every piece contributes effectively to the institution as a whole.

- ✓ **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.

X. ORGANIZATIONAL CHART OF FLEPS

A. Organizational Map of FLEPS



FLEPS organisational chart, approved 3 November 2026.

B. Who is Who

FLEPS DIRECTOR
Asst. Prof. Dr. Mutlu Kale
FL ASSISTANT DIRECTORS
Sen. Inst. Şerife Sakallı Kurt (Academic Affairs) Inst. Fulya A. Atilla (Student and Administrative Affairs)
FLEPS TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT COORDINATOR
Asst. Prof. Dr. Ayşegül Sallı
FLEPS INSTITUTIONAL EFFECTIVENES QUALITY IMPROVEMENT AND ACREDITATION TEAM
Sen.Inst. Çiğdem Tuncergil
FL ACADEMIC AFFAIRS COORDINATORS
Sen. Inst. Christine E. Kannur (Overall Coordinator) Sen. Inst. Afet R. Aktuğralı (Testing)
FLEPS TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT UNIT
Asst. Prof. Dr. Ayşegül Sallı (Coordinator) Sen. Inst. Dilem Köylüoğlu Sen. Inst. Emete Mavili Sen. Inst. Pınar Levent
FL REGISTRATION AND EXAM ADMINISTRATION UNIT
Sen. Inst. Mustafa İpekçioğlu (Coordinator) Sen. Inst. Arzu B. Özbilen (Coordinator)
ENGLISH MEDIUM PROGRAM (EMP) COURSES UNIT
Sen. Inst. Berna Bereket (Unit Leader) Sen. Inst. Ruşen Y. Karakaya (ENGL191) Sen. Inst. Nihan Kuyucu (ENGL192)
TURKISH MEDIUM PROGRAM (TMP) COURSES UNIT
Sen. Inst. Alper Güçlücan (Unit Leader) Sen. Inst. Fatma A. Kaya (ENGL151-ENGL152) Sen. Inst. Özkan Özçınar (ENGL161) Sen. Inst. Zekiye Esentuna (ENGL162) Sen. Inst. Seda Emirzadeoğluları (ENGL172) Inst. Suzan Özdilek (ENGL171)
POST-GRADUATE PROGRAM COURSES UNIT
Sen. Inst. Emir A. Konuklu (Postgraduate Organizer) Sen. Inst. Selda İ. Göçer (ENGL511 – Course Organizer)
TOURISM COURSES UNIT
Asst. Prof. Dr. Nazenin Ruso (ENGL107 – Unit Leader) Sen. Inst. Hüseyin Bilsen (Organizer)

LAW PROGRAM COURSES UNIT
Dr. Zehra Ertay (Unit Leader) Sen. Inst. Peril Emiroğluları (ENGL352-ENGL353-ENGL452-ENGL453 Course Organizer) Sen. Inst. Aslı Gönenç (ENGL255 –ENGL256 Course Organizer) Sen. Inst. Michila G.Katlandur (ENGL165-166 – Course Organizer)
AREA ELECTIVE COURSES UNIT
Sen. Inst. Peril Emiroğulları (TOLES Organizer) (ENGL353 / ENGL453 – Course Organizer) Sen. Inst. Sevilay Küçüksu (ENGL203 – Course Organizer) Sen. Inst. Sevilay Küçüksu (ENGL302 – Course Organizer)
TURKISH COURSES UNIT
Sen. Inst. Sevdiye Toker (Unit Leader) Sen. Inst. Yelda Çubukcu (TUSL181 – Course Organizer) Sen. Inst. Emine Özerinç (TFMS101 / TFMS102 / TFMS201 / TFMS301 – Course Organizer)
MEDICINE & DENTISTRY PROGRAM COURSES UNIT
Sen. Inst. Sevdiye Toker (Unit Leader) (ENGL131-ENGL113-ENGL124-ENGL213-TFMS101-TFMS201-TFDS101-TFDS201)
SECRETARY
Sevgi Yelkanat

The Job Specifications of all academic positions are available in Appendix A.

The list of all people at FLEPS is available in Appendix B.

XI. 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

XII. 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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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

1. 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.

2. 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.

3. 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.

4. 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.

5. Technological Proficiency

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

6. Continuous Learning and Development

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

XIII. 2026-2027 ACADEMIC CALENDAR

FALL SEMESTER

August	**03**	**2026**	**Online Course Registration for 2026 - 2027 Fall Semester Commences**
August	20-22	2026	2025 - 2026 Summer Semester Final Examinations Period
August/September	26-19	2026	Orientation Days for New Students
August	26	2026	Last Day for Submission of 2025 - 2026 Summer Semester Grades to the Registrar's Office
August	27	2026	Last Day for Submission of Summer Semester Graduation Decisions to the Registrar's Office
August	27-28	2026	Online Application Period for Summer Semester Graduation Make Up Examinations
August	30	2026	National Holiday (Victory Day)
August/September	31-01	2026	Summer Semester Graduation Make Up Examinations Period
September	02	2026	Last Day for Submission of 2025 - 2026 Spring and Summer Semester 'Incomplete (I)' Grades and Graduation Make Up Grades to the Registrar's Office
September	03	2026	Last Day for Submission of Graduation Decisions of Students, who will graduate following completion of 2025 - 2026 Spring or Summer Semester 'Incomplete (I)' Grades and as a result of Graduation Make Up Examination, to the Registrar's Office

September	07	2026	Last Day for Graduation of Students Graduating at the End of Summer Semester, Students Graduating Following Graduation Make Up Examination, and Students Graduating Following Completion of 2025 - 2026 Spring Semester 'Incomplete (I)' Grades
September	08	2026	English Proficiency Test - 1st Stage *
September	10	2026	English Proficiency Test - 2nd Stage (Reading, Writing and Listening Session)
September	11	2026	English Proficiency Test - 2nd Stage (Speaking Session)
September	15	2026	Announcement of English Proficiency Test 2nd Stage Results
September	15	2026	Last Day for Online Course Registration
September	16-18	2026	Course Registration Period (Course Registration Accompanied by Advisor and Approval of Registration)
September	21	2026	2026 - 2027 Fall Semester Classes Commence First Day of Late Registration
September	28	2026	Last Day for Late Registration
September	28	2026	Last Day for Submission of 2025 - 2026 Spring and Summer Semester Letter Grade Changes to the Registrar's Office
October	05	2026	Day for Add / Drop
October	29	2026	National Holiday (Republic Day of the Republic of Türkiye)
October/November	30-07	2026	Midterm Examinations Period
November	9	2026	System will be accessible for Entering Courses to be offered in 2026 - 2027 Spring Semester
November	10	2026	Commemoration of Atatürk
November	15	2026	National Holiday (Republic Day of the Turkish Republic of Northern Cyprus)
November	27	2026	Last Day for the Elective Course Commission to submit the University Elective Courses to be offered in 2026 - 2027 Spring Semester to the Rectorate
December	04	2026	Last Day for Entering Courses to be offered in 2026 - 2027 Spring Semester to the System
December	04	2026	Last Day for Course Withdrawal
December	18	2026	Last Day to submit Leave of Absence Application
December	25	2026	Christmas Day **
December	30	2026	Last Day of Classes
January	01	2027	New Year's Day
January	04-12	2027	Final Examinations Period
January	18	2027	Last Day for Submission of Grades to the Registrar's Office
January	19	2027	Last Day for Submission of 2026 - 2027 Fall Semester Graduation Decisions to the Registrar's Office
January	19-20	2027	Online Application Period for Resit Examinations
January	21	2027	Fall Semester Associate/Undergraduate/Graduate Graduation Ceremony

*** Those who are successful in the 1st Stage Test, must take the 2nd Stage Test.**

**** Attendance will not be taken in the classes, and no quizzes or any other exams will be administered on this day.**

SPRING SEMESTER

January/February	**18-03**	**2027**	**Orientation Days for New Students**
January	22-25	2027	2026 - 2027 Fall Semester Resit Examinations Period
January	22	2027	English Proficiency Test - 1st Stage*
January	26	2027	English Procifiency Test - 2nd Stage (Reading, Writing and Listening Session)
January	27	2027	Last Day for Submission of 2026 - 2027 Fall Semester Resit Examination Grades to the Registrar's Office
January	27	2027	English Proficiency Test - 2nd Stage (Speaking Session)
January	27	2027	Last Day for Submission of 2026 - 2027 Fall Semester 'Incomplete (I)' Grades to the Registrar's Office
January	27-28	2027	Online Application Period for 2026 - 2027 Fall Semester Graduation Make Up Examinations

January	28	2027	Last Day for Submission of Graduation Decisions of Students, who will graduate as a result of 2026 - 2027 Fall Semester Resit Examinations, to the Registrar's Office
January	29	2027	Announcement of English Proficiency Test - 2nd Stage Results
January/February	30-01	2027	2026 - 2027 Fall Semester Graduation Make Up Examination Period
January	31	2027	Last Day for Online Course Registration
February	01-03	2027	Course Registration Period (Course Registration Accompanied by Advisor and Approval of Registration)
February	02	2027	Last Day for Submission of 2026 - 2027 Fall Semester Letter Grade Changes and Graduation Make Up Grades to the Registrar's Office
February	03	2027	Last Day for submission of Graduation Decisions of Students who will graduate as a result of 2026 - 2027 Fall Semester Graduation Make Up Examination, Resit Examination or 'Incomplete (I)' Grades to the Registrar's Office
February	04	2027	Last Day for Graduation of 2026 - 2027 Fall Semester Resit Examinations Graduates or Graduation of Students who complete Their Graduation Procedures Late
February	04	2027	2026 - 2027 Spring Semester Classes Commence First Day of Late Registration
February	11	2027	Last Day of Late Registration
February	18	2027	Last Day for Add / Drop
March	08	2027	Eve of Ramadan Bairam
March	09-11	2027	Ramadan Bairam
March/April	27-03	2027	Midterm Examinations Period
April	20	2027	System will be accessible for Entering Courses to be offered in 2026 - 2027 Summer Semester
April	23	2027	National Holiday (National Sovereignty and Children's Day)
April	27	2027	Last Day for the Elective Course Commission to submit the University Elective Courses to be offered in 2026 - 2027 Summer Semester to the Rectorate
May	01	2027	National Holiday (Workers' and Spring Day)
May	3	2027	System will be accessible for Entering Courses to be offered in 2027 - 2028 Fall Semester
May	05-08	2027	Spring Festival
May	07	2027	Last Day for Course Withdrawal
May	14	2027	Last Day to submit Leave of Absence Application
May	15	2027	Eve of Kurban Bairam
May	16-19	2027	Kurban Bairam
May	19	2027	National Holiday (Commemoration of Atatürk, Youth and Sports Day)
May	21	2027	Last Day of Classes
May/June	24-02	2027	Final Examinations Period
May	28	2027	Last Day for the Elective Course Commission to submit the University Elective Courses to be offered in 2027 - 2028 Fall Semester to the Rectorate
June	01	2027	Last Day for Entering Course to be offered in 2026 - 2027 Summer Semester
June	03-23	2027	Online Course Registration Period for 2026 - 2027 Summer Semester
June	07	2027	Last Day for Submission of 2026 - 2027 Spring Semester Grades to the Registrar's Office
June	08	2027	Last Day for Submission of Graduation Decisions to the Registrar's Office
June	08-09	2027	Online Application Period for Resit Examinations
June	10	2027	Spring Semester Graduate Graduation Ceremony
June	11	2027	Spring Semester Associate / Undergraduate Graduation Ceremony
June	14-16	2027	2026 - 2027 Spring Semester Resit Examination Period
June	18	2027	Last Day for Submission of 2026 - 2027 Spring Semester Resit Examination

			Grades to the Registrar's Office
June	21	2027	Last Day for Submission of Graduation Decisions of Students, who will graduate as a result of 2026 - 2027 Spring Semester Resit Examinations, to the Registrar's Office

*** Those who are successful in the 1st Stage Test, must take the 2nd Stage Test.**

SUMMER SEMESTER

June	**21**	**2027**	**Last Day for Submission of Graduation Decisions of the Students,who will graduate as a result of 2026 - 2027 Spring Semester Resit Examinations, to the Registrar's Office**
June	23	2027	Last Day for Summer Semester Online Course Registration
June	24-25	2027	Course Registration Period (Course Registration Accompanied by Advisor and Approval of Course Regisrations)
June	28	2027	Last Day for Entering Courses to be offered in 2027 - 2028 Academic Year Fall Semester to the System
June	28	2027	Summer Semester Classes Commence First Day of Late Registration
July	05	2027	Last Day For Late Registration
July	12	2027	Last Day For Add / Drop
July	20	2027	National Holiday (Peace and Freedom Day)
July	21	2027	Online Course Registration for 2027 - 2028 Fall Semester Commences
August	01	2027	National Holiday (National Resistance Day)
August	6	2027	Last Day for Course Withdrawal
August	13	2027	Last Day of Classes
August	14	2027	Religious Day (Mawlid, night of August 13)
August	16-18	2027	Summer Semester Final Examinations Period
August	20	2027	Last Day for the Submission of Summer Semester Grades to the Registrar's Office
August	21-23	2027	Online Application Period for Summer Semester Graduation Make Up Examinations
August	23	2027	Last Day for Submission of the Summer Semester Graduation Decisions to the Registrar's Office
August	25-26	2027	Summer Semester Graduation Make Up Examinations Period
August	30	2027	National Holiday (Victory Day)
August	31	2027	Last Day for Submission of 2026 - 2027 Spring and Summer Semester 'Incomplete (I)' Grades and Graduation Make Up Grades to the Registrar's Office
September	01	2027	Last Day for Submission of Graduation Decisions of Students, who will graduate following completion of 2026 - 2027 Spring or Summer Semester 'Incomplete (I)' Grades and as a result of Graduation Make Up Examination, to the Registrar's Office
September	03	2027	Last Day for Graduation of Students Graduating at the End of Summer Semester and Graduation of the Students Who Complete 'Incomplete (I)' Grades of 2026 - 2027 Spring Semester

XIV. STAFF DEVELOPMENT

A. 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. Our effective teaching policy follows the principles stated in the mission of our school, which highlights the following major policy items:

- bring our instructional quality to international standards and obtain recognition by an international accreditation;
- keep up-to-date with the latest educational programs and approaches in a fast developing world;
- provide instruction in all the foreign languages we offer in alignment with the Common European Framework of References (CEFR);
- apply needs analysis and program evaluation on a regular basis to revise and

improve instructional programs;
- keep a learner-centred approach to instruction aligned with curricular goals which value assessment based on performance and product;
- provide students opportunities for extracurricular activities in which they apply and transfer the language skills they have acquired in class;
- integrate educational technology into instruction and provide resources and facilities for students for technology aided learning;
- encourage students to take responsibility and autonomy in their language learning and offer feedback and guidance as part of scaffolding
- provide students means and opportunities to encourage them to get involved in academic and social activities where they can improve language, academic and social skills.

Following our educational philosophy and mission, we expect all FLEPS academic staff to teach effectively, to carry out their teaching-related and other non-teaching-related duties, and to show positive conduct and manners towards their students, colleagues and their work. We believe this promotes a healthy and stimulating working environment, as well as contributing to improving our students' learning.

We are aware of the fact that school improvement is only possible through individual and professional growth. Therefore as FLEPS we are committed to providing the necessary support and guidance to help each member of staff to develop further and thus reach their full potential. Below are the details of the procedures for staff development to ensure and maintain effective teaching throughout the school.

B. Professional Development

1. Internal and External PD activities

The Personalised Professional Development Programme

The School's current developmental programme is the Personalised Professional Development Programme, run by the Continuing Professional Development Team. Each year every teacher self-assesses against the FLEPS Teacher Competency Framework and, if preferred, the European Profiling Grid; sets two goals, one for classroom practice and one for personal professional growth, with a plan for achieving them; completes at least two professional development activities of their own choice; plans and teaches a lesson to observe the outcome of the classroom-practice goal, either through peer observation or by video-recording it for self-reflection; takes part in a Care and Share or colleague-mentor session with teachers working towards similar goals; and submits a mid-year and an end-of-year reflection. All individual evidence is held confidentially and is seen only by the teacher and the Continuing Professional Development Team. The Team analyses the programme at

three points in the year and uses the findings, with the School's other monitoring, to plan the professional development calendar.

2. Induction and 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.

3. Formal Qualifications

Cambridge Teaching Qualifications (TQs)

FLEPS has been one of the Cambridge English Language Assessment and Authorised Teaching Qualification Centres. Among the courses run were CELTA (Certificate in English Language Teaching to Adults) – a pre-service teacher training course for new instructors; ICELT (In-Service Certificate in English Language Teaching) – the qualification for inexperienced EFL teachers who want to improve their English language teaching skills, knowledge and confidence; and DELTA (Diploma in English Language Teaching to Adults) – an in-service teacher training course for more experienced instructors. Instructors who complete these courses receive an internationally-recognized UCLES (University of Cambridge Local Examinations Syndicate) certificate or diploma.

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 enrol 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 Continuous Professional Development (CPD) Unit.

4. Training for Staff in Managerial Positions

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

5. 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.

6. 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 .

C. 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:

- academic research and publication activities,
- teaching and professional development,
- extra responsibility at FLEPS,
- 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.

XV. FLEPS EDUCATION SYSTEM

A. FLEPS Educational Philosophy

As we have stated, the primary goal for Foreign Languages and English Preparatory School (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. To this aim, a learner-centred approach based on the constructivist view is the key element underlining our educational philosophy. This view highlights facilitation of learners to take in the information they are presented, construct meaning and apply that knowledge to real life, rather than memorizing the information gained from school.

The main characteristics of constructivist learning are as follows:

- Learning is more at the forefront than teaching,
- The context formed within learning is important,
- Guessing, creating and analysis has an important role in learning,
- Learning is based on students' mental schema,
- It is important to create willingness and purpose to learn in students,
- Learner autonomy and enthusiasm is continuously encouraged,
- Students should question the provided information and this should be encouraged,
- Students' natural curiosity should be fostered,
- Teachers should not only deal with what students learn but also with how they learn.

B. Teaching Goals of FL Division

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as the teaching targets of Foreign Languages 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,
- Courses offered at the Foreign Languages Division for English-medium Faculties/Departments, being at B1 and B2 levels; other courses offered for Turkish-medium Faculties/Departments, being at A1 and A2 level,
- Other foreign language courses offered at Foreign Languages Division for all Faculties/Departments being at A1-B1 levels is targeted.

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.

Conversation: 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.

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

Written Expression: Can, for example, write a short and simple postcard to send his/her greetings on holidays; fill in personal information such as name, address, nationality, etc. in hotels.

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 understanding 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.

Conversation: 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.

Verbal Expression: 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 short, simple notes and news. For example, can write a simple, personal letter to thank for something.

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 careful 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.

Conversation: 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.

Verbal Expression: Can describe his/her experiences, daily and global events or his/her dreams, goals; can speak in simple but coherent sentences. Can briefly explain his/her thought and plans and reason them. Can tell a story or the plot of a book or movie and describe his/her own responses.

Written Expression: Can write simple, coherent texts about topics relevant to his/her field of interest or personal life. Can write letters involving experiences and impressions.

B2

Listening Comprehension: Can understand long spoken texts or presentation on familiar topics an even the complex reasoning within the topic. Can understand

majority of the news broadcasts and current discussions on television. Can understand majority of the movies when a clear language is used.

Reading Comprehension: Can read and understand reports on current problems that follow a certain attitude and a certain status. Can understand modern written texts.

Conversation: Can spontaneously and fluently express him/herself while talking to a native speaker. Can participate in discussions, reason his/her views and defend them in familiar contexts.

Verbal Expression: Can provide clear and detailed presentations on topics from his/her area of interest. Can explain views on a current question and state the advantages and disadvantages of various opportunities.

Written Expression: Can write clear and detailed texts about topics that interest him/her. Can provide the information given in a text or report or can give reasons for supporting or rejecting an idea. Can write a letter emphasizing the personal importance of events and experiences.

c. 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.

D. 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.

E. Courses

TURKISH-MEDIUM PROGRAMS (GENERAL ENGLISH)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL109	Communication Skills for Gastronomy and Culinary Arts I	B1+	3	4
ENGL 109 is a first semester ESP course at the Faculty of Tourism. This course is intended for both two-year and the four-year program students. It is designed to help students improve the level of their English from 51 to 59 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. The purpose of this course is to consolidate and develop students' knowledge and ability to understand and use familiar gastronomy related expressions and specific practical needs in connection with culinary issues. The prime focus will be on the further reading, speaking, listening and writing skills in job related settings, and on improving study skills in general.				
ENGL110	English II	B1	3	4
ENGL 110 is a second semester ESP course at the Faculty of Tourism. This course is intended for both two-year and the four-year program students who are at B1 level of English according to CEFR within the GSE range of 47-63. The purpose of this course is to consolidate and develop students' knowledge and ability to understand and use familiar gastronomy related expressions and specific practical needs in connection with culinary issues. The prime focus will be on the				

further reading, speaking, listening and writing skills in job related settings, and on improving study skills in general.				
ENGL113	Medical English I	B1+	2	2
ENGL113 is a first year first semester Medical English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. The course incorporates career specific vocabulary and contexts through four skills thorough practice. Topics such as teeth, gum disorders, cleaning, tooth extraction and hygiene are incorporated in the course.				
ENGL124	Medical English II	B1+	2	2
ENGL124 is a first year second semester English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. The course incorporates career specific vocabulary and contexts through four skills thorough practice. Topics such as dental exam, radiography, dental prosthetics, orthodontic treatment, dental caries fillings, root canals and many more are incorporated in the course.				
ENGL151	Communication in English 1	A1	2	2
ENGL151 is a first semester, first year English language course offered to students studying in a 4 year Turkish Medium Program at the Faculty of Education at the university. It is designed to help students improve the level of their English within the A1 level (GSE 25–27), as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills. Contact hours are 2 hours per week.				
ENGL152	English 2	A1	2	2
ENGL152 is a second semester, first year English language course offered to all students studying in a 4 year Turkish Medium Program at the Faculty of Education at the university. It is designed to help students improve the level of their English to halfway towards A1 level, as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills. Contact hours are 2 hours per week.				
ENGL161	Basic English I	A1	3	4
ENGL161 is a 1st semester, 1st year English language course. It is offered to the students of 2-year Turkish-medium programs. It aims to help students improve the				

level of their English to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL162	Basic English II	A1	3	4
ENGL162 is a 2nd semester, 1st year English language course. It is offered to the students of 2-year Turkish-medium programs. It aims to help students improve the level of their English to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL165	Legal English I	B1+	3	4
ENGL 165 is a first-semester freshman Legal English (ESP) course offered to undergraduate law students studying through the medium of English. It is designed to help students develop their English language proficiency within the B1+ level (GSE 51–58) of the Common European Framework of Reference for Languages (CEFR). The course introduces students to the language, concepts and communication skills required for the study of law in English. Emphasis is placed on the development of legal and academic vocabulary, comprehension of legal texts and lectures, effective participation in academic discussions, and the production of clear, organised legal writing. Through the integration of receptive (reading and listening) and productive (speaking and writing) skills, the course prepares students for the linguistic and academic demands of undergraduate legal studies.				
ENGL166	Legal English II	B1+	3	4
ENGL 166 is a second-semester freshman Legal English (ESP) course offered to undergraduate law students studying through the medium of English. Building on ENGL 165, the course aims to further develop students' English language proficiency within the B1+ level (GSE 51–58), in alignment with the Common European Framework of Reference for Languages (CEFR). Emphasis is placed on expanding legal and academic vocabulary, analysing legal texts, understanding lectures, participating effectively in legal discussions, and producing clear, coherent and well-structured legal writing. Through integrated language skills, the course prepares students for the increasing linguistic and academic demands of undergraduate legal studies.				
ENGL171	English 1	A2	3	4
ENGL171 is a 1st semester, 1st year English language course. It is offered to the students of 4-year Turkish-medium programs. It aims to help students improve the level of their English to A2 level (GSE 29–36), as specified in the Common European Framework of Reference (CEFR) for languages. This course introduces the students to the English language and aims to develop listening, speaking,				

reading and writing skills.				
ENGL172	English 2	A2+	3	4
ENGL172 is a 2nd semester, 1st year English language course. It is offered to the students of 4-year Turkish-medium programs. It aims to help students further improve the level of their English to A2+ level (GSE 36–43) as specified in the Common European Framework of Reference (CEFR) for languages. This course introduces the students to the English language and aims to further develop listening, speaking, reading and writing skills.				
ENGL203	Occupational English	A1+–A2	3	3
ENGL203 is a 3rd semester basic occupational English course. It aims to revise technical terms and knowledge while using a range of skills, including reading, writing, and oral communication skills. Throughout the course, the students focus on tasks that intend to help them in their immediate and future academic and professional life. The tasks selected for this course are parallel with topics covered in their field of study. Therefore, students do not only have the opportunity to digest those topics but they also practise the English language.				
ENGL213	Medical English III	B1+	2	2
ENGL 213 is a second year first semester English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. This course is also a further dive into the world of dentistry for the second year dentistry student. Dental terms are grouped according to a specialty or area of interest to provide specific and related knowledge of the subject matter.				
ENGL302	Occupational English	A2	2	2
ENGL302 is a second semester, third year intensive writing course. It aims to further improve the writing skills of students. Writing skills are essential to academic success and this course helps them better cope with their academic studies and increases their self-confidence in academic writing. Specifically, it focuses on helping students to write clear, well-organised and well-developed work, using a wide range of vocabulary and grammatical structures. This course also helps students evaluate more critically their own work and that of others.				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF LAW)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL155	Basic English 1	A2	5	5
ENGL155 is a 1st semester, 1st year English language course. It is offered to the students of Faculty of Law. It aims to help students improve the level of their English to A2 level (GSE 30–36), as specified in the Common European Framework of Reference (CEFR) for languages. This course introduces the				

students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL156	Basic English 2	A2+	5	5
ENGL156 is a 2nd semester, 1st year English language course. It is offered to the students of Faculty of Law. It aims to help students improve the level of their English to A2+ level (GSE 36–43), as specified in the Common European Framework of Reference (CEFR) for languages.				
ENGL255	Legal English I	B1	4	4
ENGL255 is a 1st semester, 2nd year English language course. It is offered to the students of Faculty of Law. It aims to help students improve the level of their English to B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course focuses on the development of reading, writing, listening and speaking skills in legal English as well as legal jargons.				
ENGL256	Legal English II	B1	4	4
ENGL256 is a 2nd semester, 2nd year English language course. It is offered to the students of Faculty of Law. It aims to help students improve the level of their English to halfway towards B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course focuses on the development of reading, writing, listening and speaking skills in legal English as well as legal jargons.				
ENGL165	Legal English I	B1+	3	4
ENGL165 is a first semester, first year Legal English course for the students of the English-medium programme of the Faculty of Law. It is designed to help students improve the level of their English from 51 to 58 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. In 2026–27 the course is in the pilot semester of its redesign, with an English for specific purposes coursebook.				
ENGL166	Legal English II	B1+	3	4
ENGL166 is a second semester, first year Legal English course for the students of the English-medium programme of the Faculty of Law. It is designed to help students improve the level of their English from 51 to 58 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages.				

TOLES COURSES (AREA ELECTIVE COURSES AT FACULTY OF LAW)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL352	English for Lawyers I	B1	2	3
ENGL352 is a 1st semester, 3rd year English language course. It is offered to the				

students of Faculty of Law. It aims to teach Legal English starting at B1 level. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL353	English for Lawyers II	B1	2	3
ENGL353 is a 2nd semester, 3rd year English language course. It is offered to the students of Faculty of Law. It aims to teach Legal English starting at B1 level. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL452	English for Lawyers III	B1	2	3
ENGL452 is a 1st semester, 4th year English language course. It is offered to the students of Faculty of Law. It aims to teach Legal English at B1 level (GSE 43–51). It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL453	English for Lawyers IV	B1	2	3
ENGL453 is a 2nd semester, 4th year English language course. It is offered to the students of Faculty of Law. It aims to teach Legal English to law students at B1 level (GSE 43–51). It focuses on preparing students for TOLES (Test of Legal English Skills).				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF TOURISM)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL105	Communication Skills for Tourism and Recreation Industry – I	B1+	3	4
ENGL105 is a 1st semester, 1st year ESP course. It is offered to the students of Faculty of Tourism. It is intended for both two-year and the four-year program students who are at B1+ level of English according to Common European Framework of Reference (CEFR) for languages. It aims to consolidate and develop students' knowledge and ability to understand and use familiar tourism related expressions and specific practical needs in connection with tourism, recreation and culinary issues. This course focuses on the further reading, speaking, listening, and writing skills in job-related settings and improving study skills in general.				
ENGL106	Communication Skills for Tourism and Recreation Industry – II	B2	3	4
ENGL106 is a 2nd semester, 1st year ESP course. It is offered to the students of Faculty of Tourism. It is intended for both the two-year and the four-year program students who are at B2 level of English according to Common European Framework of Reference (CEFR) for languages. It aims at the strategies necessary for effective professional communication. Thus, the course provides guidance and a context for developing reading, writing and speaking skills.				
ENGL 107	Culinary Art	A1	3	4
ENGL107 is 1st semester, 1st year ESP course. It is offered to the students of				

Culinary Arts Program at Faculty of Tourism. It is intended to help students improve the level of their English to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. It aims to further equip students with general and specific English terminology and expressions that will help them to understand basic cooking instructions and to give systematic instructions for preparing recipes. Throughout the semester, students study grammar and culinary arts terminology as well as tenses.

ENGL108	Culinary Art	A2	3	4
ENGL108 is a 2nd semester, 1st year ESP course. It is offered to the students of Culinary Arts Program at Faculty of Tourism. It is intended to help students improve the level of their English to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. It aims to further equip students with general and specific English terminology and expressions which will help them to understand basic cooking instructions and to give step by step instructions for preparing recipes. Throughout the semester students study grammar and culinary arts terminology as well as tenses.				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF MEDICINE)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL 131	Medical English	C1	4	2
ENGL131 is a first-year English language course that runs over one academic year (two semesters). It is offered to the students of Faculty of Medicine. It is an intensive course for doctors, medical students in the clinical phase of their studies and other medical professionals who need to use English in their work. This course covers medical terminology, practice in specialist vocabulary and a review of basic grammatical structures. It focuses on communication with patients and medical colleagues, and reading and writing medical journal articles, case reports using the correct abbreviations and format.				

ENGLISH-MEDIUM PROGRAMS (ACADEMIC ENGLISH)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL191	Academic English with Critical Thinking I	B1+	3	4
ENGL191 is a 1st semester, 1st year academic English course. It aims to help students improve the level of their English to halfway towards B2 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course connects critical thinking with language skills and				

incorporates learning technologies. It also aims to consolidate students' knowledge and awareness of academic discourse, language structures and lexis. It focuses on the development of productive (writing and speaking) and receptive (reading) skills in academic settings.				
ENGL192	Academic English with Critical Thinking II	B1+	3	4
ENGL192 is a 2nd semester, 1st year academic English course. It aims to help students improve the level of their English within the B1+ level (GSE 55–60), as specified in the Common European Framework of Reference (CEFR) for languages. This course connects critical thinking with language skills and incorporates learning technologies. It also aims to consolidate students' knowledge and awareness of academic discourse, language structures and lexis. It focuses on the reading, writing, listening, speaking and introducing documentation, and presentation skills in academic settings.				
ENGL201	Critical Thinking and Report Writing	B2+–C1	3	3
ENGL201 is a course to improve communication skills in English language. It is offered to the students of Faculty of Engineering. It aims to introduce a range of skills and study skills. It also aims to help them in their immediate and future academic and professional life. Throughout the course, students are involved in project work.				

ENGLISH POSTGRADUATE COURSES

ENGL511	Intensive English for Post Graduate Students	A2+/B1	0	24
ENGL511 is an intensive English course for postgraduate students, which can be taken in any semester. It aims to help students improve the level of their English to A2+/B1 level (GSE 36–55), as specified in the Common European Framework of Reference (CEFR) for languages. This course focuses on the development of language skills in reading, writing, listening and speaking. It also aims to improve and develop critical thinking skills and to develop an autonomous and self-directed approach to learning.				
ENGL513	Academic English for	B1+	0	6

	Post Graduate Students			
ENGL513 is a 1st semester postgraduate course. It aims to help students improve the level of their English within the B1+ level (GSE 51–58), as specified in the Common European Framework of Reference (CEFR) for languages. It also aims to improve different reading skills and strategies of students, to help them develop vocabulary knowledge with academic reading texts, to enhance their speaking skills and to improve their critical and reflective thinking skills.				
ENGL515	Advanced Academic English for Post Graduate Students	B2	0	4
ENGL515 is a 1st semester advanced academic English course for postgraduate students. It aims to further develop their English language skills to cope better with their academic studies. Students receive extensive practice in the areas of reading and writing, and focus on lexis and grammar relevant to academic studies.				

POSTGRADUATE TURKISH SUPPORT PROGRAM

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
TUSL501	Basic Intensive Turkish for Postgraduate Students	A2	0	25
TUSL501 is a 1st semester intensive Turkish course for postgraduate students. It aims to help students improve the level of their Turkish to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course focuses on the development of language skills in reading, writing, listening and speaking. It also aims to improve and develop critical thinking skills and to develop an autonomous and self-directed approach to learning.				
TUSL503	Intensive Turkish for Postgraduate Students	B1	0	25
TUSL503 is a 1st semester intensive Turkish course for postgraduate students. It aims to help students improve the level of their Turkish to B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course focuses on the development of language skills in reading, writing, listening and speaking. It also aims to improve and develop critical thinking skills and to develop an autonomous and self-directed approach to learning.				

UNIVERSITY ELECTIVE COURSES
FOREIGN LANGUAGES PROGRAMS

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
FREN101	French I	A1	2	2
FREN101 is an introduction course to the French language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in French-speaking countries and gain an insight into French culture and civilisation.				
FREN102	French II	A1	2	2
FREN102 is the continuation of the introduction to the French language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four language skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in French-speaking countries and to gain an insight into French culture and civilization.				

FREN201	French III	A1	2	2
FREN201 is the continuation of the introduction to the French language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four language skills and introduces basic grammar structures. It also helps				

students to understand and communicate in everyday situations, both in the classroom and in a French-speaking environment.				
GERM101	German I	A1	2	2
GERM101 is an introduction to the German language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their German to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in German-speaking countries and to gain an insight into German culture and civilisation.				
GERM102	German II	A1	2	2
GERM102 is the continuation of the introduction to the German language course. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in German-speaking countries and to gain an insight into German culture and civilization.				
GERM201	German III	A1	2	2
GERM201 is a basic German course introducing the German language. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their German to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a German-speaking environment.				
GREE111	Greek I	A1	3	4
GREE111 is an introduction to the Greek language for speakers with no or a little knowledge of Greek. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Greek to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
GREE112	Greek 2	A1	3	4

GREE112 is the continuation of the introduction to the Greek language course. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Greek to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
GREE211	Greek I	A1	3	4
GREE211 is an introduction to the Greek language for speakers with no or a little knowledge of Greek. It is offered to the students studying in Turkish-medium programs. It aims to help students improve the level of their Greek to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
RUSS111	Russian I	A1	3	4
This course is an introduction to the Russian language for speakers with no or a little knowledge of Russian. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Russian to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Russian-speaking environment.				
RUSS112	Russian II	A1	3	4
RUSS112 is the continuation of the introduction to the Russian language course. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Russian towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Russian-speaking environment.				
TUSL181	Turkish as a Second Language	A1	2	2
TUSL181 is a basic Turkish course introducing the Turkish Language. It aims to help students improve the level of their Turkish to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and introduces basic grammar structures. It also helps students to develop their writing skills through a variety of tasks and to understand and communicate in everyday situations, both in the classroom and in a Turkish-speaking environment.				

F. Course Flow

<table>
<tr><th></th><th>FACULTIES</th><th colspan="2">COURSE(S)</th></tr>
<tr><td rowspan="9">ENGLISH-MEDIUM PROGRAMS</td><td>Engineering</td><td rowspan="7">ENGL191* →

*Students who get 60 and above from English Proficiency Exam Stage II)</td><td rowspan="7">ENGL192

**Students who get between 50 – 59 from English Proficiency Exam Stage II)</td></tr>
<tr><td>Business</td></tr>
<tr><td>Communication</td></tr>
<tr><td>Arts & Sciences</td></tr>
<tr><td>Pharmacy</td></tr>
<tr><td>SCT</td></tr>
<tr><td>Health Sciences</td></tr>
<tr><td>Tourism & Hospitality</td><td colspan="2">ENGL105 → ENGL106</td></tr>
<tr><td>Medicine</td><td colspan="2">ENGL131</td></tr>
</table>

<table>
<tr><td rowspan="2">2-year TURKISH-MEDIUM PROGRAMS</td><td>SCT</td><td colspan="4" rowspan="2">ENGL161 → ENGL162</td></tr>
<tr><td>Health Sciences</td></tr>
<tr><td rowspan="9">TURKISH-MEDIUM PROGRAMS</td><td>Education</td><td colspan="4">ENGL151 → ENGL152</td></tr>
<tr><td>Health Sciences</td><td colspan="4" rowspan="6">ENGL171 → ENGL172</td></tr>
<tr><td>Arts & Sciences</td></tr>
<tr><td>Communication</td></tr>
<tr><td>Business</td></tr>
<tr><td>SCT</td></tr>
<tr><td>Engineering</td></tr>
<tr><td>Tourism (Culinary Arts)</td><td colspan="4">ENGL105 → ENGL106 → ENGL107→ENGL108-ENGL109 →ENGL110</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Law</td><td colspan="4">ENGL155 → ENGL156
ENGL255 → ENGL256</td></tr>
<tr><td rowspan="3">ELECTIVES</td><td>UNIVERSITY
(English-medium Programs)</td><td>UNIVERSITY
(Turkish-medium Programs)</td><td>AREA</td><td colspan="2">FOREIGN LANGUAGES</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2">ENGL203
ENGL302</td><td>UNIVERSITY</td><td>AREA</td></tr>
<tr><td>GREE111
GREE112
GREE211
RUSS111
RUSS112</td><td>FREN101
FREN102
GERM101
GERM102
GERM201</td></tr>
<tr><td>POSTGRADUATE PROGRAMS</td><td colspan="3">ENGL511 →ENGL513 →ENGL515</td><td colspan="2"><u>Elective</u>
ENGL521</td></tr>
</table>

G. Office Hours

The instructors at Foreign Languages 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.

H. 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, 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,
- student's homework.

I. Responsible AI Use in Assessment

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.

J. Summer School

For the summer period of every academic semester, Foreign Languages Division offers compulsory English courses for the students of Turkish Medium Programs and English Medium Programs (e.g. ENGL172, ENGL191, etc.). There are also university elective foreign languages courses (e.g. GERM111, GREE111, etc.) that students can easily enrol if they want.

K. 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.

L. Pearson Certificate

The School's Pearson Assured accreditation was not renewed after May 2025, and Pearson Assured certificates are therefore no longer issued for Foreign Languages Division courses. The School's current relationship with Pearson, as a Pearson GSE Partner School, is described in the chapter on accreditation.

XVI. ELECTRONIC MEDIA

A. 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.

B. 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.

C. FLEPS Website

It is our website where all information regarding EMU FLEPS can be found (http://fleps.emu.edu.tr). The following information can be accessed via this website:

- Announcements related with courses,
- Information regarding exemption,
- Student's handbook,
- Announcements to students.
- Academic Calendar.

D. 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

E. Student Portal

Students can find and conduct personal information on 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,

F. FLEPS in Social Media

Foreign Languages and English Preparatory School is aimed at keeping student candidates, students, academic staff and anyone who feels like a part of EMU FLEPS connected through means of Social Networking Platforms such as Facebook, Twitter and Instagram.

By using such media, Foreign Languages and English Preparatory School can keep its users up to date with all current University and School news and actively respond to any questions that they may have. Generally speaking, Foreign Languages and English Preparatory School is to represent EMU and EMU FLEPS in the best possible way through Social Networking Platforms.

You can follow us in social media:
www.facebook.com/emufleps
www.twitter.com/emufleps
www.instagram.com/emufleps

G. FLEPS using Microsoft Teams

Foreign Languages and English Preparatory School (FLEPS) aims at keeping students informed about events, facilities and important dates. We also aim at having various channels open with students so that they can ask their questions and queries directly and they can get the best response immediately. As the University uses Microsoft Teams as the online education platform, various teams and channels are open for both students and teachers to get well-informed and to direct questions and queries.

XVII. WORKING AT FLEPS

A. Working Hours

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

B. 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,
- holding weekly tutorial hours (office hour) for every class taught,
- attending Teaching Team and / or any institutional meetings as required,
- fulfilling other educationally related duties as and when required,
- adhering to the working hours laid down by the university,

C. 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 minimum of

two teachers in class and teachers from 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 submit copies of this timetable to the secretary / the administration as required,
- being punctual for and fulfil all scheduled duties, including examination related duties, registration etc., and perform 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,
- in the Foreign Languages Division, for a short absence for medical or personal reasons, informing the division secretary in advance whenever possible and arranging make-up lessons for the missed classes, completing a make-up lesson form with the date and time of the make-up lesson (see the sample leave request in Appendix C), and then submitting an attendance record to confirm that the lesson took place; extended medical or personal leave is arranged case by case by the relevant staff, taking into account the duration and circumstances of the absence and operational requirements, with priority given to continuity of teaching and to minimising the impact on students' learning,
- 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 the 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 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 Administrative Officer 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,

D. 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, check understanding and adapt lesson accordingly,
- ensuring that students have opportunity to practise newly taught skills and language,
- maximizing the use of English in the classroom and minimize reliance on the mother tongue,
- forming a professional, objective and supportive relationship with students,
- identifying students' strengths, weaknesses, interests and problems and try to help them in these respects,
- setting, marking, returning, and providing feedback on student homework and projects as agreed by the Overall Organiser,
- keeping up-to-date attendance and enter the students' attendance weekly on portal,
- 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 of 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 help minimise personal disputes, rumour, etc.,

- representing the school professionally and supportively both to students, and to other interested parties.

E. 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.

F. The Collective Work Agreement

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/) .

XVIII. PROCEDURES & PRINCIPLES

A. Leave Procedures

For Leave Procedures, please refer to FLEPS Administrative Procedures and Policies, items 85 – 92 on pp. 25-27.

A sample letter of leave request is available as Appendix C.

B. Exam Procedures

Exam invigilators must pay extra attention to the instructions below during the exam period and inform the students about the exam rules below before the exam starts.

1. Before the Exam

- Be at the exam room at least 10 minutes before the start of the exam.
- Arrange the seating of the students with at least one or two empty seats between each student.
- Ensure that students put their course materials and other possessions in a place where they cannot be used during the exam.
- Ensure that students' mobile phones are closed and that they are in a place where they cannot be used during the exam.
- Remind students to put their ID on the table.

2. During the Exam

- Ask the course instructor the length of the exam and if there are any special instructions. The start and finish time of the exam should be ***written on the***

board. Ten minutes before the end of the exam, students should be informed by saying '***10 minutes left***'. No other written or spoken remarks that will affect the student's concentration should be made.

- Not allow any student to leave the exam room within the first 30 minutes of the exam. Students who have finished within 30 minutes should be asked to wait at their table.
- Allow late students who arrive within the first 30 minutes to take the exam, however, these students should not be given extra time at the end of the exam.
- Check the ID of each student and make them sign the exam attendance list with a ***BALLPOINT PEN***. During this stage it should be checked that the names on the exam paper, ID and exam attendance list are the same.
- Allow students who have no ID to the exam. HOWEVER, it should be noted on the exam attendance form that the student does not have an ID, and this should also be mentioned to the course instructor.
- Accept students into the exam whose name is not on the exam attendance list and who HAVE CHANGED EXAM ROOMS. The student's name should be added to the exam attendance list and this should be mentioned to the course instructor before the end of the exam.
- Definitely not allow students to exchange pens, pencils, rubbers and especially calculators and electronic equipment. Invigilators may assist if students require pencils, pencil leads and rubbers.
- Allow students to bring water or drinks to the exam as long as no copying is going on and while checking that there is no writing on the drink label. Food should not be allowed.
- Put a stop to behaviour that will interrupt concentration both of invigilators and especially students (e.g. telephone conversations, even in front of the door; chatting to other invigilators/instructors; reading books or exam papers; using the laptop or mobile phone to go online; listening to music with headphones etc.)
- Ensure that a student who wants to go to the toilet is accompanied by another invigilator.
- Never give replies or make comments to a student's question regarding the exam questions, even if the invigilator is an expert in the field.
- Not stay in one place during the exam. If an invigilator suspects that copying is taking place, they should walk up and down the rows without disturbing other students.
- Not forget that it is not in the authority of the invigilator to lengthen the exam time set by the FLEPS Administration. If there is a valid excuse, the FLEPS Administration should be informed immediately to take the necessary actions.
- Speak quietly and use signals if a student requires warning, in order to ensure that other students' concentration is not affected.
- Consider it as an attempt to cheating by the FLEPS Administration if a

student takes out his/her mobile phone out of his/her bag or pocket for any reason during the exam.

- If there is more than one invigilator in the exam room:
  - Remain in the exam room in Proficiency Exams (Stage I and Stage II).
  - remain in the exam room if there are more than 30 students in a large exam room.
  - remain in smaller exam rooms for at least the first 30 minutes. After the first 30 minutes, an invigilator may leave only with permission from the FLEPS Administration and with certainty that at least one other invigilator will be in the room until the end of the exam, either continually or by agreeing a rota with the other invigilator. It should not be forgotten that in some exam rooms a second invigilator is present in case an invigilator is urgently needed on the same floor.
- Remind students that they should use pencil when marking their answers on the optic answer sheets.
- Remind students who have 6 digit student numbers to leave the last 2 digits empty.
- Tell students to take care of any business before the start of the exam (e.g., toilet).
- After distributing the optic answer sheets check that students have filled them correctly based on the information provided in the student attendance list (student no, a-b booklet, name,...etc.).
- In case of any disruptive behaviour, take action accordingly (e.g., change his/her place, etc.) If the student does not change his/her behaviour please inform the instructor(s) immediately and the administration when the exam ends. Do not attempt to confront the student yourself.
- When a student is handing in his/her exam booklet and optic answer sheet, check that the information filled in matches the information on the student attendance list.
- Make sure the student name and number is correctly indicated on both the optic answer sheet and the exam booklet.
- At the end of the exam count the exam papers and the extras before submitting the exam envelope to the responsible body.

3. In Case of Copying/Cheating

If a student is caught copying, giving answers to another student or attempting to copy:

- Take the evidence of copying.
- Record the exact time when the copying took place on the exam attendance list, as well as details of how the copying took place.
- Inform the FLEPS Administration at the first opportunity and submit the evidence of copying.
- Not take away the student's exam paper or tell the student to leave the exam

room. This is in the authority and the responsibility of the FLEPS Administration.

4. After the Exam

Before returning the exam papers to the responsible body;

- Check that the number of exam papers matches the number of students on the exam attendance list.
- Arrange the exam papers in an orderly manner (according to groups if applicable).

5. Optic Form Procedures

- After the exam is administered, optic forms will be separated and checked (if the students coded their ID numbers correctly, etc.) by the instructors.
- No errors (except student's information – e.g., student number – name – surname – group number) will be changed as this will be considered tampering with the exam.
- After sorting the envelopes, the answer key and the optics will be given to the FL Administrative Affairs Team for processing. If there are any problems, the responsible coordinator / overall organiser will be informed immediately and the problem will be handled accordingly.
- Data from the optics will be sent to the academic coordinator / overall organiser to share with his/her team.

C. Grade Change Procedure

1. Procedures to Follow

Teachers who are going to apply for grade change should:

- Enter their academic portal (newportal.emu.edu.tr)
- Click on academic affairs link
- Click on "Student Grade Change Application"
- Make sure that course code, group number and student's number are entered correctly.
- Remember that a logical and valid explanation should be made.
- After submitting, the grade change request application will be confirmed by the Assistant Director for Student and Administrative Affairs.
- Final approval will be made by the FLEPS Director.

2. Points to Consider

Grade change requests with extreme cases like requesting a grade change from D to A - meaning a minimum grade change of 30-35 points might cause problems

We are sure that you will appreciate how such requests might put us in difficult situations as the Rector's Office questions such extreme grade changes, as well as the justifications given, like;

- the teacher found the missing exam papers of the students after the scoring is completed and grades are submitted, or
- semester projects were submitted after the letter grade is given, and the teacher decided to accept these overdue submissions, etc.

We should pay utmost attention and care not to encounter such problems so we are advised not to make any grade change unless it is necessary and justifiable.

D. Meetings

For Meeting Procedures, please refer to FLEPS Administrative Procedures and Policies, item 9 on p. 3.

E. Responsibilities Regarding Buildings

All members of staff are responsible for looking after the buildings/classes, facilities and equipment that they are using. If there are broken/damaged chairs/windows/equipment, please report the details immediately to the Administrator of the building that you are using. 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 secretary's office of your building. (If you are in CL building, please submit your report to the CL Administrator). If all staff are firm in dealing with misbehaviour, this will greatly help to establish a calm and orderly atmosphere within the university. 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 Room. All buildings in our university are designated non-smoking. All staff members are required to maintain the no-smoking rule.

F. 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 (http://ww1.emu.edu.tr/en/academics/job-opportunities/1237).

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

G. 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.

H. 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.

I. 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.

J. 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.

K. 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.

L. 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.)

M. 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).

N. 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.

O. 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.

P. References and Testimonials

Instructors can receive a reference letter by contacting the FLEPS Director either in Turkish or English for any kind of purpose (applying for a new job, studying in masters programs / courses / applying for scholarships, etc.). 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.

Q. Attending and Cancelling Classes

For Procedures on Attending and Cancelling Classes, please refer to FLEPS Administrative Procedures and Policies, items 51 – 52 on p. 15.

R. Communication Channels

For Procedures on Communication Channels, please refer to FLEPS Administrative Procedures and Policies, items 2 - 8 on pp. 2-3.

XIX. STUDENT-RELATED ISSUES

A. Student Affairs and Promotion Office

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

B. Attendance

Students' attendance is compulsory. Attendance is taken on 'attendance record sheet' for each lesson and entered onto portal every week. Students are asked to sign the 'attendance record sheet' by their instructor. These sheets are submitted to

the Student Affairs and Promotion Office at the end of each semester by the instructors of the courses.

"NG" Nil Grade/ Failing from Absenteeism

Students who do not comply with the required level attendance and/or not fulfilling the requirements for the evaluation of the course are given the "NG" grade by the Instructor of the Course based on the criteria determined by the Faculty/School Academic Council. Students are informed about the criteria for receiving the "NG" grade by the related course instructor at the beginning of the semester. "NG" grade is included in the computation of GPA and CGPA.

FL Students should submit their health reports to their departments. Decision(s) coming from their department will be in process during the academic semester.

C. Keeping Records

Instructors must archive the assessments (e.g. exams, quizzes, portfolios, etc.) of their students in their offices at least for two years.

Students who are taking courses from Foreign Languages Division are responsible to keep all of the assessed activities/tasks done in class until the end of the academic semester. In case of losing any assessed materials done in class (homework, quiz, language file, portfolio, outline, draft, etc.), the course instructor has no responsibility at all.

D. Announcing Exam Results

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

E. Rights and Rules for Exams

Students should be in their classrooms at least 10 minutes before the start of the exam as they may need to ask information about the exam so that the exam can start on time. In case of any problems, students should be referred to the Administrative Affairs Office in FL building - 1st floor – GE 106. Students should use a pencil when marking their answers on the optic answer sheets.

F. 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 is

responsible for evaluation this request within a week. Students, in question, can learn the results for their grade objections from the secretary.

G. 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 anoher student in order to get answers.

H. Petition Procedures After the Exam

- Once the exam grades have been announced, students should be advised by their instructors to fill in a petition "Re-evaluation Form" within 3 working days in case of any missing grades, wrong results, etc. Any petition submitted after 3 working days will not be taken into consideration.
- Once the petition has been submitted to the FL secretary, a committee will be set up by the FL Administrative Affairs Team to investigate and follow the rules and regulations of EMU. The committee members will include the instructor of the petitioner, a member from FLEPS Administration, and a member from the FL Administrative Affairs Team.
- The committee will resolve the petition in a maximum of 5 working days (after the submission) and submit a response to the secretary. The secretary will inform the student about the outcome.

I. 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 http://mevzuat.emu.edu.tr/5-2-Yonetmelik-OgrenciDisiplin.htm.

XX. FACILITIES AND ACTIVITIES AT FL DIVISION

A. Educational Resources Centre (ERC)

The Educational Resource Centers, 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 with education. The centres have wide collection of multimedia resources such as audio and DVD's and various equipment. 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 pm. 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.

B. Multicultural Education Activities

Introduction to Multicultural Education course at Foreign Languages Division aids students to be able to discuss global and cultural issues such as globalisation, multiculturalism, identity, and so on. Every semester volunteer students go on a trip to learn more about the local culture. Moreover, the awareness-raising project is assigned to raise students' awareness of the world issues that affect us all.

XXI. 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.

XXII. IMPORTANT TELEPHONE NUMBERS

You can dial all EMU phone numbers (extensions) by adding 630 in front of the extension numbers.

FL STUDENT AFFAIRS & PROMOTION TEAM	2606
FL ADMINISTRATIVE AFFAIRS TEAM	2606
FL SECRETARY'S OFFICE	2423
EPS SECRETARY'S OFFICE	2153
FLEPS TT&PD ROOM	3292
FL MEETING ROOM	3064
FL ERC	3062
EPS ERC	2145
EPS SSSC	2177
FL CANTEEN	1239
EPS CANTEEN	2157
EPS TEA HOUSE	2327
FLEPS FAX NUMBER	2324
WEBSITE	**http://fleps.emu.edu.tr**
EMU CENTRAL	1111
EMU SECURITY	1444
EMU HEALTH CENTRE	2200
POLICE RESCUE	155 / 366 5310 / 366 5321
FIRE	199 / 366 5389
HOSPITAL	366 5328 / 366 2876

XXIII. APPENDIX A: JOB SPECIFICATIONS

A. 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)

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

B. 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.

C. 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

1. 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

D. Assistant Director, FL Academic Affairs

Title: Assistant Director for Academic Affairs, Foreign Languages Division (FL)

Accountable to: EMU FLEPS Director

Accountable for: Coordinator of Academic Affairs and Academic Units, FL

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

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

Job Specification

Qualifications

- Open to innovation regarding curriculum
- Good knowledge of course design, assessment and their implementation on an international level
- Awareness of FLEPS student & teacher profile

Training

- Not applicable

Experience

- Minimum five years of professional experience in a related area.

Skills

The post holder demonstrates:

- strong leadership presence and passion for leading quality teams and implementing continuous improvement processes across the school
- leadership in developing individuals and teams 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 of 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 academic units
- 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 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

The Assistant Director for Academic Affairs works in close collaboration with the Coordinator of Academic Affairs and the Course Organizers. The Assistant Director's primary duty is to promote and encourage ethical and professional work among the Academic units. He/She oversees the collaboration between the Coordinator and the Course Organizers and ensures that their ways of working regarding approach and documents are standard and up to date in terms of international scales and that they demonstrate actual achievement. He/She oversees the production and implementation of action plans among Academic units and ensures that targets have been met.

His/Her authority includes daily operations concerning academic affairs at FL. He/She follows the administrative chain (Director, SLT, FLEPS Council) for the change and implementation of policies and procedures. He/she also ensures fair division of labor among Academic units at FL.

Duties

Administration

- assisting in developing and implementing plans and goals for FLEPS,
- working with the FLEPS Director to coordinate and supervise daily operations,
- ensuring compliance with regulations and internal policies,
- monitoring attainment of objectives,
- undertaking staffing responsibilities (hiring, training, evaluating etc.),
- assisting in budgeting and monitoring expenses,
- maintaining scheduling of events and represent the company when needed,
- creating reports and submitting them to the director or other executives,
- fulfilling duties as assigned by the FLEPS Director,
- replacing the FLEPS Director in his/her absence,
- attending FLEPS Council meetings as a member,
- establishing good relationship, liaison, coordination and cooperation with other Assistant Directors and their teams,
- ensuring the collaboration among the teams at FLEPS,

- monitoring that the necessary changes are made at the end of the semester based on the data gathered from the end-of semester evaluation reports. (Summative evaluation),
- analysing end of semester reports of the teams based on summative evaluation and preparing a report to FLEPS Senior Administration,
- monitoring fair division of labour among and within teams at FL.

Planning

- analysing collected action plans which highlight the exact timeline and labour division with responsible people and production plans (what, who and when). to allow a more global monitoring system
- supervising that the action plans are implemented throughout the semester without difficulties. This is managed through documentation and meetings
- analysing future focus points and agenda items regarding the academic affairs as deemed necessary. This is managed through the evaluation of received action plans and SWOT documents. Academic affairs action plans are prepared in light of these

Curriculum

- supervising the alignment of the curriculum (syllabus & testing) to CEFR standards, GSE & other international scales within and across Academic units
- supervising that there is a smooth transition between syllabus and testing for all courses

Feedback and Evaluation

- requesting mid and end of semester reports from Course Organizers that reflect SWOT
- chairing meetings with Coordinator for Academic Affairs and Course Organizers minimum two times a semester where feedback from all parties is evaluated and targets are set for new action plans regarding remedial work
- Evaluation and Target Setting Meeting: takes place at the end of each semester and the agenda is re-assessing the current semester and deciding on future objectives
- Auditing Meeting: takes place mid semester (Week 8 or Week 9) and the agenda is reviewing and verifying the ongoing situation of the action plans to ensure implementation and observe any setbacks, if any
- supervising that academic units take necessary action according to written feedback from the teaching body, and the students
- analysing reports created by Coordinator for Academic Affairs regarding curriculum issues by highlighting the overlaps and SWOTs among Academic units and ensuring that these are evaluated and become focus points during planning

Documentation

- deciding on the design and layout of certain documents in cooperation with the Coordinator of Academic Affairs and ensuring the preparation of the

documents for the use of Course Organizers
- ensuring that back-up copies of all curriculum materials are kept as soft and hard copies and updated at the end of every semester

Meetings & Representation
- chairing minimum two meetings a semester (evaluation and target setting meeting & auditing meeting) with the Course Organizers and the Coordinator for Academic Affairs in order to allow for reflection and target setting
- having regular meetings with the Coordinator for Academic Affairs in order to exchange information regarding the Academic units and prepare/review action plans for academic affairs. These reflect global academic issues and are also shaped by goals of the Academic units

Training and Publishers

working in collaboration with the Coordinator for Academic Affairs and the Senior Administration to request the need for any kind of improvement regarding the Academic units and arranging opportunities and circumstances by:
- contacting publishers to organize external expert training sessions when necessary
- liaising with the PD Unit to cater the Unit's internal needs if possible
- arranging / conducting mini training sessions within the Unit when applicable
- being in contact with publishers in order to be updated on innovation regarding curriculum and learning materials
- supervising any contact, the publishers may have with the Course Organizers regarding all courses at FL

People to work with (within the unit)
- Academic Affairs Coordinator (FL), FL Academic Units, FL Instructors

People to work with (across other units)
- SLT Members, Administrative Affairs Unit (FL), FLEPS Secretaries, EPS Academic Affairs, Academic Affairs related Bodies, FLEPS Council, Faculties, Graduation Institute, Rectorate Office

1. Coordinator, FL Academic Affairs

Title: Coordinator of Academic Affairs, Foreign Languages Division (FL)

Accountable to: EMU Assistant Director for Academic Affairs, FL

Accountable for: Academic Course Organizers, FL

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

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

Job Specification

Qualifications
- Open to innovation regarding curriculum
- Good knowledge of course design, assessment and their implementation on an international level
- Awareness of FLEPS student & teacher profile

Training

- Not applicable

Experience

- Minimum five years of professional experience in a related area.

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 teams 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 of 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 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

The Coordinator of Academic Affairs works in close collaboration with the Assistant Director for Academic Affairs and the Course Organizers. The Coordinator's primary duty is to promote and encourage ethical and professional work among the Units. He/She monitors the collaboration between the Course Organizers and ensures that their ways of working regarding approach and documents are standard and up to date in terms of international scales and that they demonstrate actual achievement. He/She supervises the production and implementation of action plans among academic units and ensures that targets have been met.

He/she maintains compliance with regulations and internal guidelines. His/Her authority includes daily operations concerning academic affairs at FL that do not require changes in policies within the administrative chain. Such changes are discussed and implemented after consulting with the Assistant Director for Academic Affairs and/or the senior administration if/when necessary. He/she also ensures fair division of labor among academic units at FL.

Duties

Planning

- requesting detailed action plans from the Course Organizers at the end of each semester which highlights the exact timeline and labour division with responsible people and production plans (what, who and when). The action plans include specifications, testing & moderation, syllabus, resources, training etc. matters in terms of assessment and administration for the following semester
- collecting/collating the action plans and sharing them with the Assistant Director for Academic Affairs to allow a more global monitoring system
- monitoring and ensuring that the action plans are implemented throughout the semester without difficulties. This is managed through documentation and meetings
- determining future focus points and agenda items regarding the academic affairs as deemed necessary. This is managed through the evaluation of received action plans and SWOT documents. Academic affairs action plans are prepared in light of these

Curriculum

- monitoring the alignment of the curriculum (syllabus & testing) to CEFR standards, GSE & other international scales within and across Units
- monitoring that there is a smooth transition between syllabus and testing for all courses
- maintaining up-to-date and standard specifications for the curriculum within academic units
- ensuring standard moderation procedures

Feedback and Evaluation

- requesting mid and end of semester reports from Unit leaders that reflect SWOT
- attending meetings chaired by the Assistant Director for Academic Affairs with the Course Organizers minimum two times a semester where feedback from all parties is evaluated and targets are set for new action plans regarding remedial work
- Evaluation and Target Setting Meeting: takes place at the end of each semester and the agenda is re-assessing the current semester and deciding on future objectives
- Auditing Meeting: takes place mid semester (Week 8 or Week 9) and the agenda is reviewing and verifying the ongoing situation of the action plans to ensure implementation and observe any setbacks
- ensuring that the Course Organizers take necessary action according to written feedback from their academic units, the teaching body, and the students
- creating reports for the Assistant Director for Academic Affairs regarding curriculum issues by highlighting the overlaps and SWOTs among academic units and ensuring that these are evaluated and become focus points during

planning

Documentation

- deciding on the design and layout of certain documents in cooperation with the Assistant Director for Academic Affairs and preparing the documents for the use of the Course Organizers
- ensuring that back-up copies of all curriculum materials are kept as soft and hard copies and updated at the end of every semester

Meetings & Representation

- attending minimum two meetings a semester (evaluation and target setting meeting & auditing meeting) with the Course Organizers and the Assistant Director for Academic Affairs in order to allow for reflection and target setting
- having regular meetings with the Assistant Director for Academic Affairs in order to exchange information regarding the academic units and prepare/review action plans for academic affairs. These reflect global academic issues and are also shaped by goals of the academic units
- representing the Assistant Director for Academic Affairs when/if necessary within the Senior administration
- representing the Units within the Curriculum Improvement Committee and FLEPS Council
- attending and representing the FLEPS concerning academic affairs within local, national and international courses, seminars, workshops, conferences and meetings

Training and Publishers

working in collaboration with the Assistant Director for Academic Affairs and the Senior Administration to request the need for any kind of improvement regarding the academic units and arranging opportunities and circumstances by:

- contacting publishers to organize external expert training sessions when necessary
- liaising with the PD Unit to cater the academic unit's internal needs if possible
- arranging / conducting mini training sessions within the academic units when applicable
- being in contact with publishers in order to be updated on innovation regarding curriculum and learning materials
- supervising any contact the publishers may have with the Unit leaders regarding all courses at FL

People to work with (within the unit)

- Assistant Director for Academic Affairs (FL), FL Academic Units, FL Instructors

People to work with (across other units)

- Administrative Affairs Unit (FL), FL Secretary, EPS Academic Affairs, Academic Affairs related Bodies, FLEPS Council, Faculties,

2. Unit Coordinators, FL Academic Affairs

Accountable to: Asst. Director, FL Academic Affairs

Accountable for: Unit Members

Duration: Minimum 2 years with a shadowing period of 2 months

The Unit Leader should work in close collaboration with the Coordinator for Academic Affairs, while also cooperating with Unit Members. The Unit Leader's primary duty is to promote and encourage ethical and professional team work. His/her other responsibilities include:

The responsibilities of the Unit Leader involve:

Planning

- - requesting detailed action plans from the Testing and Syllabus Unit Members at the beginning of each semester which highlights the exact timeline and labour division with responsible people and production plans (what, who and when) of each sit exam and in-class task or assessment to be administered for that semester
- - approving the action plans and confirming that they are shared with the teaching teams in order to demonstrate transparency
- - collating the action plans into one and sharing the document with the Coordinator for Academic Affairs allowing a more global monitoring system
- - monitoring and ensuring that the action plan is implemented throughout the semester without difficulties
- - overseeing that course outlines and course descriptions are prepared and shared with teaching teams and students in a timely manner
- - supervising any syllabus related content and making sure that necessary modifications are being made within reasonable areas and time frames
- - monitoring book piloting processes when/if needed by making sure standard procedure is implemented and all stake holders are involved
- - determining future focus points and agenda items regarding the curriculum as deemed necessary

Specifications

- - following innovation and doing research on international benchmarks (e.g. CEFR, GSE, etc.) to crosscheck specifications across levels and determine the need for any updates and providing guidance in modifications
- - approving updated testing and syllabus specifications before they are shared with teaching teams
- - overseeing that the transition between courses is smooth and that the progress is demonstrated according to verified benchmarks

Testing, Moderation and Standardization

- - monitoring the collaborations of the team members to ensure that grading criteria are standard and up to date in terms of international scales and that they are user friendly and demonstrate actual achievement
- - overseeing benchmarking and standardization sessions to ensure implementation and that targets have been met
- - taking part in the text selection meeting at the beginning of every academic year with reference to the text selection criteria

- - following the action plan without causing any delays or obstacles in the flow
- - monitoring test production and making sure that procedures are being followed

- moderating all the tests, including the samples, by ensuring that:
  - - they meet the test specification requirements in terms of level, task type, length and instructions
  - - they are balanced in terms of items tested
  - - they are culturally suitable and not bias or racially inappropriate
  - - they are moderated, proofread, pre-tested and error free
  - - the A/B versions are prepared
  - - the answer keys and the optic form answer keys are prepared
  - - the printing, enveloping and placing in the safe is done
  - - all final soft and hard copies are filed
  - - sample tests will not have A/B versions, optic answer keys, and will not be enveloped and placed into the safe
  - - overseeing post-moderation sessions and the outcomes with detailed reports
  - - taking part in post-moderation sessions as part of the committee (the whole unit if/when needed)
  - - ensuring that in terms of content and format, the transition between the 181/191 and 182/192 tests are smooth
  - - creating a hard copy filing system where all versions of the tests with feedback are kept in folders – dated and signed by both parties
  - - creating a soft copy filing system (test bank) where all final versions of tests are kept in folders – labelled and dated
  - - creating a backup soft copy system for all tests on a separate hard disk which will be provided by the administration and will be the responsibility of the Unit Leader
  - - leading the demolishing of extra hard copies of any tests with the assistance of the Unit Members,
  - - assisting the Unit Members by meeting with teaching teams after the exam to sort out papers and optics and making sure that optics are checked
  - - following up on averages and ITEMAN reports after each exam and evaluating the results with the Unit Members in order to discuss actions to be taken for the ongoing improvement of the tests
  - - collaborating with the unit members to ensure that grading criteria are standard and up to date in terms of international scales and that they are user friendly and demonstrate actual achievement
  - - taking part in any benchmarking and standardization meetings with unit members in order to set targets for teaching teams
  - - assisting in arranging benchmarking and standardization meetings with teaching teams and promoting post moderation
  - - taking part in post-moderation sessions as part of the committee (the whole

academic team if/when needed)

Meetings

- - having regular meetings with the Coordinator for Academic Affairs & Assistant Director for Academic Affairs in order to exchange information regarding the team
- - organizing, calling and facilitating minimum three meetings a semester (pre, mid, and post) with the unit members in order to allow for reflection and target setting
- - attending minimum three meetings a semester (pre, mid, and post) with the the Coordinator for Academic Affairs and Assistant Director for Academic Affairs in order to allow for reflection and target setting
- - attending meetings when/if necessary where important issues about Testing or Syllabus need to be addressed and finalized
- - representing the team in the administration by attending regular meetings

Feedback and Evaluation

- - confirming that end of semester feedback meetings are held and end of semester feedback forms are designed and used with teaching teams in order to collect data for remedial work
- - requesting end of semester reports from Unit Members regarding Syllabus and Testing about their teams that reflect SWOT
- - requesting personal feedback forms from all unit members
- - chairing meetings where feedback from all parties is evaluated and targets are set for new action plans regarding remedial work

Documentation

- - monitoring and ensuring that the templates of certain documents such as forms, agendas, minutes are used by the unit members,
- - monitoring and ensuring that organized, up-to-date files are kept by all team members
- - keeping back-up copies of all updated tests and syllabus materials on a hard disk provided by the administration at the end of every semester

Committees

- - taking part in a committee in dealing with student petitions regarding test results (with the instructor, relevant Testing Team Member, Coordinator, one Exam Administration Member and Assistant Director for Academic Affairs)
- - taking part in a committee in dealing with student petitions regarding in-class assessment (with the instructor, relevant Syllabus Team Member, Coordinator, and Assistant Director for Academic Affairs)
- - making important decisions when the team is uncertain or unable to reach a consensus by approaching the Coordinator for Academic Affairs

Training and Publishers

- determining the need for any kind of improvement regarding the team and arranging opportunities in collaboration with Coordinator for Academic Affairs and Assistant Director for Academic Affairs to:

- - contact publishers to organize external expert training sessions when necessary
- - liaising with the PD Unit to cater the team's internal needs if possible
- - conduct mini training sessions within the team when applicable

Representation

- - representing the team in the administration by attending regular meetings
- - attending seminars/ workshops to be informed about the innovations on Testing and Evaluation and Syllabus and Curriculum and representing the FLEPS in other national and/or international organizations

3. Unit Coordinator, FL Academic Affairs

Accountable to: The Asst. Director, FL Academic Affairs

Duration: Minimum 2 years with a shadowing period of 2 months

The Unit Member should work in collaboration with the other unit members.

The responsibilities of the Unit Member involve:

Planning and Implementing

- - following the action plan prepared by the Unit Leader at the beginning of each semester which highlights the exact timeline and labour division with responsible people and production plans (what, who and when) of each in-class task and assessment for that semester
- - preparing and revising course outlines and course descriptions prior to the beginning of the semester and getting approval from the Unit Leader before sharing them with the teaching teams
- - creating a FAQ document based on common and high frequency issues, liaising with the other Unit Members to eliminate any overlaps and getting approval from the Unit Leader before sharing the document with teaching teams at the beginning of each semester

Specifications

Syllabus

- - producing and revising specifications and syllabus documents to demonstrate learning objectives and outcomes according to internationally recognized benchmarks
- - following innovation and doing research on international benchmarks (e.g. CEFR, GSE, etc.) to crosscheck specifications and determine the need for any modifications or updates
- - liaising and getting approval from the Unit Leader before finalizing and updating specifications
- - ensuring that the transition between courses is smooth and that the progress is demonstrated according to verified benchmarks

Materials and Tasks

- - designing, printing and distributing all in-class materials
- - getting the approval of all the materials to be printed by the Unit Leader, contacting offset and ordering the printing
- - planning, integrating and overseeing the implementation of all online tasks

and assessment

- - keeping an organized system of soft copy files of all syllabus materials and sharing them with the Unit Leader when/if requested
- - carrying out book piloting processes which will be supervised by the Unit Leader when/if needed by implementing standard procedure and involving all stake holders

Testing, Moderation and Standardization

Syllabus

- - taking part in the text selection meeting for testing purposes at the beginning of every academic year with reference to the text selection criteria
- - pre-test taking the exams of the corresponding course
- - assisting the corresponding Testing Member in preparing the exam envelopes
- - assisting the corresponding Testing Member and two instructors in printing the exams and placing them in the safe
- - holding benchmarking and standardization meetings with team members in order to set targets for teaching teams
- - holding benchmarking and standardization meetings with teaching teams to promote standard grading
- - taking part in post-moderation sessions as part of the committee (the whole academic team if/when needed)
- - collaborating with the Syllabus Organizer and Testing Organizer to ensure that grading criteria are standard and up to date in terms of international scales and that they are user friendly and demonstrate actual achievement

Testing

- - taking part in the text selection meeting at the beginning of every academic year with reference to the text selection criteria
- - preparing at least a midterm, final, make-up, resit, and graduation exam for each semester (Fall, Spring, and Summer)
- - preparing sample tests for each major test and ensuring that they are available according to the course outline

- preparing exams in the manner below:

- - following the action plan for the timeline
- - meeting test specification requirements in terms of level, task type, length, balance and instructions
- - ensuring they are culturally suitable and not bias or racially inappropriate
- - implementing received feedback
- - arranging proofreading and ensuring they are error free
- - arranging pre-test taking with the corresponding Syllabus Member
- - dating, signing and giving each version to the Moderator to be filed
- - preparing A/B versions
- - preparing answer keys
- - preparing optic answer keys

- - preparing envelopes with the assistance of the corresponding Syllabus Member
- - printing and placing in the safe with the assistance of the corresponding Syllabus Member and two instructors
- - creating a soft copy filing system where all final versions of tests are kept in folders – labelled and dated, and sharing them with the Moderator when requested
- - getting the approval of all the tests to be printed by the Testing Organizer and Coordinator, contacting offset and ordering the printing
- - assisting the Moderator in the demolishing of extra hard copies of any tests
- - assisting the Testing Organizer and Moderator by meeting with teaching teams after the exam to sort out papers and optics and making sure that optics are checked
- - sending out answer keys and necessary documents such as criteria to the teaching teams after the exams
- - following up on averages and doing analysis by preparing the ITEMAN for each test and then sharing the results with the Testing Organizer
- - joining a meeting with the Coordinator, Testing Organizer, Moderator and other Testing Member to discuss the need for any remedial action for ongoing improvement of the tests upon the refection of the report prepared by the Testing Organizer
- - collaborating with the Testing Organizer and Moderator to ensure that grading criteria are standard and up to date in terms of international scales and that they are user friendly and demonstrate actual achievement
- - taking part in any benchmarking and standardization meetings with team members in order to set targets for teaching teams
- - holding benchmarking and standardization meetings with teaching teams and promoting post moderation
- - taking part in post-moderation sessions as part of the committee (the whole academic team if/when needed)

Feedback and Evaluation

Syllabus

- - collecting feedback on syllabus content and implementation regularly and identifying areas that need to be modified
- - informing the Syllabus Organizer of any remedial action that needs to be taken based on collected data
- - designing and implementing a feedback form to be used by the teaching teams in order to collect specific data for remedial work
- - holding an end-of-semester feedback meeting with the teaching teams for the Syllabus Team in order to collect data for remedial work
- - collating all feedback on to one form and sharing it with the Syllabus Organizer
- - filling in a feedback form at the end of each semester in order to evaluate

and reflect on the work done within the team

Testing

- - designing and implementing a feedback form to be used by the teaching teams in order to collect specific data for remedial work
- - holding an end-of-semester feedback meeting with the teaching teams for the Testing Team in order to collect data for remedial work
- - collating all feedback on to one form and sharing it with the Testing Organizer and Moderator
- - filling in a feedback form at the end of each semester in order to evaluate and reflect on the work done within the team

Meetings, Correspondence and Representation

- - holding regular meetings with agendas and keeping minutes
- - holding orientation meetings and providing guidance for the courses in order to cater the needs of those who require adapting
- - sending out all relevant emails to teaching teams and team members in order to allow effective and efficient flow of information while also including the Syllabus Organizer and Coordinator in the correspondence
- - attending seminars/ workshops to be informed about the innovations on Syllabus and Curriculum and/or Testing and Evaluation and representing the FLEPS in other relevant national and/or international organizations

4. Unit Leader for Organizers, FL Academic Affairs

Accountable to: The Coordinator & Assistant Director for Academic Affairs, FL Academic Affairs

Accountable for: The organizers of the following units (one leader per unit):

- Tourism
- Complementary
- Technical English
- Foreign Languages
- Electives

Duration: Minimum 1 year

The Unit Leader for Organizers works in close collaboration with the Coordinator/Assistant Director for Academic Affairs and the Unit Organizers. His/her primary duty is to promote and encourage ethical and professional work among his/her unit. He/She ensures that their ways of working regarding approach and documents are standard and up to date in terms of international scales and that they demonstrate actual achievement. He/She monitors the production and implementation of action plans among organizers and ensures that targets have been met. He/she maintains compliance with regulations and internal guidelines.

The responsibilities of the Unit Leader for Organizers involve:

- being the liaison person between the Coordinator/Assistant Director for Academic Affairs and the Unit Organizers

- ensuring that curriculum related issues are addressed under standard international specifications that our institution relies on

- sharing documentation provided by the Coordinator/Assistant Director for Academic Affairs with the unit organizers (regarding action plans, data, etc.)
- collating completed documentation received by unit organizers and sharing them with the Coordinator/Assistant Director for Academic Affairs
- attending meetings called by the Coordinator/Assistant Director for Academic Affairs

5. Course Organiser, FL Academic Affairs

Title: Course Organizer, Foreign Languages Division (FL)
Accountable to: Coordinator of Academic Affairs and Academic Units, FL
Accountable for: Course Instructors
Duration: Minimum 3 years with a shadowing period of 1 semester

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

Job Specification

Qualifications

- Open to innovation regarding curriculum
- Good knowledge of course design, assessment and their implementation on an international level
- Awareness of FLEPS student & teacher profile

Training

- Not applicable

Experience

- Minimum five years of professional experience in a related area.

Skills

The post holder demonstrates:

- strong leadership presence and passion for leading quality teams and implementing continuous improvement processes across the school
- leadership in developing individuals and teams 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 of 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 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

The Law Unit Leader should work in close collaboration with the Coordinator for Academic Affairs and the Assistant Director for Academic Affairs while also cooperating with the course organizers of the Law Unit. The Unit Leader's primary duty is to promote and encourage ethical and professional team work.

His/Her authority includes daily operations concerning course related issues. He/she also ensures fair division of labor among the instructors in hi/her teaching group.

Duties

Planning

- Preparing, getting approval from the teaching team and following the testing action plan at the beginning of each semester which highlights the exact timeline
- preparing an action plan at the beginning of each semester which highlights the exact timeline and production plans (what, who and when) of each in-class task and assessment for that semester
- preparing and revising course outlines and course descriptions prior to the beginning of the semester and getting approval from the Unit Leader before sharing them with the teaching teams
- ensuring that the course outlines and course descriptions are uploaded onto the Student's portal / onto LMS for student access

Specifications

- producing and revising specifications and testing documents to demonstrate objectives and outcomes according to internationally recognized benchmarks
- producing and revising specifications and syllabus documents to demonstrate learning objectives and outcomes according to internationally recognized benchmarks
- following innovation and doing research on international benchmarks (e.g. CEFR, GSE, etc.) to crosscheck specifications and determine the need for any modifications or updates
- liaising with the Teaching Team Members before deciding on finalizing specifications
- getting approval on updated specifications from the FL, Academic Affairs Coordinator before sharing them with their teaching team
- ensuring that the transition between follow-up courses is smooth and that the progress is demonstrated according to verified benchmarks

Materials and Tasks

- designing, printing and distributing all in-class materials
- contacting offset and ordering the printing
- planning, integrating and overseeing any syllabus related content and assessment

- keeping an organized system of soft copy files of all syllabus materials and sharing them with FL Academic Affairs Unit when/if requested
- carrying out book piloting processes which will be supervised by FL Academic Affairs when/if needed by implementing standard procedure and involving all stake holders

Testing, Moderation and Standardization

- preparing at least a midterm, final, make-up, resit, and graduation exam for each semester (Fall, Spring, and Summer)
- preparing sample tests for each major test and ensuring that they are available according to the course outline

preparing exams in the manner below:

- following the action plan for the timeline
- meeting test specification requirements in terms of level, task type, length, balance and instructions
- ensuring they are culturally suitable and not bias or racially inappropriate
- making sure moderation is completed within the unit
- arranging proofreading and ensuring they are error free
- arranging pre-test taking with the corresponding person
- implementing received feedback
- dating, signing and filing each version
- preparing A/B versions
- preparing answer keys
- preparing optic answer keys
- getting the approval of all the tests to be printed by the Unit leader, contacting offset and ordering the printing
- preparing and announcing pre and post exam duties and share them with the unit members in time
- filling in the Offset request forms and arrange printing the exams one/two days before the exam day
- printing and placing in the safe with the assistance of two instructors
- creating a soft copy filing system where all final versions of tests are kept in folders – labelled and dated, and sharing them with the FL Academic Affairs Unit when requested
- demolishing of extra hard copies of any tests
- meeting with teaching teams after the exam to sort out papers and optics and making sure that optics are checked
- sending out answer keys and necessary documents such as criteria to the teaching team after the exams
- meeting with Teaching Members to discuss the need for any remedial action for ongoing improvement of the tests
- collaborating with the Teaching Team members to ensure that grading criteria are standard and up to date in terms of international scales and that they are user friendly and demonstrate actual achievement

- arranging and holding benchmarking and standardization meetings with teaching team to promote standard grading
- monitoring the collaborations of the unit members to ensure that grading criteria are standard and up to date in terms of international scales and that they are user friendly and demonstrate actual achievement
- overseeing benchmarking and standardization sessions to ensure implementation and that targets have been met
- following up on averages and ITEMAN reports after each exam and evaluating the results with Testing Members in order to discuss actions to be taken for the ongoing improvement of the tests

Meetings

- representing the unit by attending meetings called by the Coordinator for Academic Affairs and/or the Assistant Director for Academic Affairs in order to exchange information regarding the curriculum and academic issues
- organizing, calling and facilitating minimum three meetings a semester (pre, mid, and post) with the unit in order to allow for reflection and target setting

Feedback and Evaluation

- confirming that end of semester feedback meetings are held and end of semester feedback forms are designed and used with teaching teams in order to collect data for remedial work
- requesting end of semester reports from the course organizers that reflect SWOT.
- requesting personal feedback forms from all unit members
- chairing meetings where feedback from all parties is evaluated and targets are set for new action plans regarding remedial work

Documentation

- making use of, collating and sharing standard documents such as forms, agendas, minutes, etc.
- monitoring and ensuring that organized, up-to-date files are kept by all unit members including standard documents
- keeping back-up copies of all tests and syllabus materials on OneDrive in the standard Blue Folders at the end of every semester

Committees

- taking part in a committee in dealing with student petitions regarding test results (with the instructor, one Exam Administration Member and Assistant Director for Academic Affairs)
- taking part in a committee in dealing with student petitions regarding in-class assessment (with the instructor, , Coordinator, and Assistant Director for Academic Affairs)
- making important decisions when the unit is uncertain or unable to reach a consensus by approaching the Coordinator for Academic Affairs and the Assistant Director for Academic Affairs

Training and Publishers

determining the need for any kind of improvement regarding the unit /curriculum and arranging opportunities and circumstances after getting approval from the administration by:

- being in contact with publishers in order to be updated on innovation regarding curriculum and learning materials/course books,
- organizing external expert training sessions when necessary,
- liaising with the PD Unit to cater the unit's internal needs if possible (on hold)
- conducting mini training sessions within the unit when applicable
- supervising any contact the publishers may have with the unit regarding the courses

Representation

- representing the unit in the administration by attending regular meetings
- attending seminars/ workshops to be informed about the innovations on Testing and Evaluation and Syllabus and Curriculum and representing the FLEPS in other national and/or international organizations

People to work with (within the unit)

- Academic Affairs Coordinator (FL), FL Academic Units, FL Instructors

People to work with (across other units)

- Administrative Affairs Unit (FL), FLEPS Secretaries, EPS Academic Affairs, Academic Affairs related Bodies

E. Assistant Director, FL Student & Administrative Affairs

Title: Foreign Languages Division, Student and Administration Affairs Assistant Director

Accountable to: Director of FLEPS

Accountable for: FL Student and Administration Coordinator and Unit Members

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

(Reference: FLEPS Administrative Procedures & Policies Item 31, Applying for posts)

Job Description

Job Summary

To coordinate the Student and Administration Affairs, Student and Administration Affairs Coordinator holds functional responsibility for arranging the work distribution among team members' coordination of the planning, implementing, and development of the outcomes across each level.

Student and Administration Affairs Coordinator provides hardware and software solutions to the problems with available resources in collaboration with the Computer Center Technical Support Unit.

Student and Administration Affairs Coordinator collaborates with the EMU Computer Center to provide the best and convenient communication channels with both students and teachers (designing web forms, emails, application forms, etc.)

Student and Administration Affairs Coordinator makes sure that all applications are taken into consideration and immediate responses given considering the rules and regulations of the EMU by-law.
Student and Administration Affairs Coordinator discusses the blocks for the ENGL and University Elective courses with the authorized contact people of the faculties and organizes the team members to enter the agreed blocks on to the system before the online registration starts.
Student and Administration Affairs Coordinator monitors registration and opening-closing the groups based on the logistics.
Student and Administration Affairs Coordinator collects all the course outlines from the course organizers and uploading on to the students' portal in collaboration with the FL academic affairs.
Student and Administration Affairs Coordinator discusses and organizes the centralized exams (mid-terms and finals) with the FL academic affairs and Rectorate office.
Student and Administration Affairs Coordinator organizes and announces all the necessary information related with the student attendance considering the rules and regulations of EMU and makes sure that teachers use the data entrance system on their academic portals. She is also responsible to provide the statistics to the FLEPS Admin when needed.
Student and Administration Affairs Coordinator organizes and announces the letter grade entry policy with the dates depending on the EMU Academic Calendar and monitors the grade entrance on teachers' portals.
Student and Administration Affairs Coordinator collects feedback from the course organizers and teachers about the restrictions and possible synchronization about the mid-term and final exams and then organizes team members to follow up with the every single request coming from the teachers.
Student and Administration Affairs Coordinator prepares a schedule based on the principles and the restrictions collated from the stakeholders and sending it to the Rectorate office to be sent to the university exam scheduling unit.
Student and Administration Affairs Coordinator makes sure that all necessary information about the exam related duties.
Student and Administration Affairs Coordinator organizes the make –up exam schedule in collaboration with the Academic Affairs and Central Lecture building administrative manager.
Student and Administration Affairs Coordinator organizes and sends information to the Rectorate office and University Elective Courses Committee about the elective courses to be opened for the coming semester considering the deadlines on the Academic Calendar.
Student and Administration Affairs Coordinator organizes depending on dates on the Academic Calendar and makes sure that team members make the necessary announcements.

1. **Coordinator, FLEPS Institutional Development**

Accountable to: The Assistant Director, FL Student & Administrative Affairs

Accountable for: FL Student & Administrative Unit Members

The responsibilities of the Coordinator involve:

- - Applying and following departmental and international English Membership Exams and programs.
- - Organising , tracking and providing smooth run for the partnership programs.
- - Being the liaison body between universities and the Administration for exchange and partnership programS
- - Being the liaison body between the accrediting bodies and the Administration to keep the sustainability of memberships.
- - Following the in-service for primary and tertiary Ministry of Education teachers, other ministries and unions.
- - Collaborating with Language Schools in Malta and UK including student exchange programs.
- - Collaborating with universities which can benefit FLEPS as a language school for their targetted university.
- - Collaborating with universities in student recruitment targetted countries.

2. Coordinator, FL Student & Administrative Affairs

Title: EMU FLEPS Foreign Languages Division, Student and Administration Affairs Coordinator

Accountable to: EMU FLEPS Asst. Director for Student and Administrative Affairs

Accountable for: FL Student and Administration Unit Members

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

Job Specification

Qualifications

- Full-time (permanent contract) teaching position in EMU

Experience

- 3 years of professional experience in a similar role

Skills

The post holder must be able to demonstrate,

- advanced leadership skills in leading organizational development and learning
- a clear, comprehensive understanding of the link between development and organizational strategy
- exceptional people management, change management, process management, and project management skills in leading organizational change through talent development
- advanced knowledge of workforce developments in learning and organizational development
- advanced management skills in working with immediate priorities while

anticipating and planning for strategic future needs
- an in-depth understanding of leveraging data and analytics to develop insights and drive decision-making
- strong project management skills, with an ability to work on multiple priorities simultaneously and ability to operationalize and scale programs with multiple stakeholders
- excellent interpersonal skills to create and maintain effective professional relationships with internal and external stakeholders
- advanced interpersonal communication skills to motivate, influence and coach senior leadership, stakeholders, and peer groups
- in-depth understanding of learning design, instructional design, e-learning technologies, development of content, and delivery
- advanced process management skills in assuring, monitoring, evaluating, and enhancing the provision of taught programs to the highest possible standards
- extensive understanding and experience of deploying and meeting academic quality assurance objectives and formulating related action plans for areas of development

Values & Attitude

We are strictly committed to our School's service excellence targets.
We listen to our colleagues and students to understand their unique needs and expectations.
We care about cross-generational differences in professional development needs and expectations.
We treat our teachers and students with dignity and professionalism.
We build and sustain trust with our colleagues and students through responsible actions and honest relationships.
We achieve more when we collaborate with our colleagues and students.

Job Description

Job Summary

To coordinate the Student and Administration Affairs, Student and Administration Affairs Coordinator holds functional responsibility for arranging the work distribution among team members' coordination of the planning, implementing, and development of the outcomes across each level.
Student and Administration Affairs Coordinator provides hardware and software solutions to the problems with available resources in collaboration with the Computer Center Technical Support Unit.
Student and Administration Affairs Coordinator collaborates with the EMU Computer Center to provide the best and convenient communication channels with both students and teachers (designing web forms, emails, application forms, etc.)
Student and Administration Affairs Coordinator makes sure that all applications are taken into consideration and immediate responses given considering the rules and regulations of the EMU by-law.

Student and Administration Affairs Coordinator discusses the blocks for the ENGL and University Elective courses with the authorized contact people of the faculties and organizes the team members to enter the agreed blocks on to the system before the online registration starts.
Student and Administration Affairs Coordinator monitors registration and opening-closing the groups based on the logistics.
Student and Administration Affairs Coordinator collects all the course outlines from the course organizers and uploading on to the students' portal in collaboration with the FL academic affairs.
Student and Administration Affairs Coordinator discusses and organizes the centralized exams (mid-terms and finals) with the FL academic affairs and Rectorate office.
Student and Administration Affairs Coordinator organizes and announces all the necessary information related with the student attendance considering the rules and regulations of EMU and makes sure that teachers use the data entrance system on their academic portals. She is also responsible to provide the statistics to the FLEPS Admin when needed.
Student and Administration Affairs Coordinator organizes and announces the letter grade entry policy with the dates depending on the EMU Academic Calendar and monitors the grade entrance on teachers' portals.
Student and Administration Affairs Coordinator collects feedback from the course organizers and teachers about the restrictions and possible synchronization about the mid-term and final exams and then organizes team members to follow up with the every single request coming from the teachers.
Student and Administration Affairs Coordinator prepares a schedule based on the principles and the restrictions collated from the stakeholders and sending it to the Rectorate office to be sent to the university exam scheduling unit.
Student and Administration Affairs Coordinator makes sure that all necessary information about the exam related duties.
Student and Administration Affairs Coordinator organizes the make –up exam schedule in collaboration with the Academic Affairs and Central Lecture building administrative manager.
Student and Administration Affairs Coordinator organizes and sends information to the Rectorate office and University Elective Courses Committee about the elective courses to be opened for the coming semester considering the deadlines on the Academic Calendar.
Student and Administration Affairs Coordinator organizes depending on dates on the Academic Calendar and makes sure that team members make the necessary announcements.

3. Member, FL Student & Administrative Affairs

Title: EMU FLEPS Foreign Languages Division, Student and Administration Affairs Team Members

Accountable to: EMU FLEPS Foreign Languages Division, Student and Administration Affairs Asst. Director

Accountable for: EMU FLEPS – Foreign Languages Division Academic Staff and Students

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

Job Specification

Qualifications

- Full-time (permanent contract) teaching position in EMU

Experience

- 2 years of professional experience in a similar role

Skills

The post holder must be able to demonstrate,

- advanced leadership skills in leading organizational development and learning
- a clear, comprehensive understanding of the link between development and organizational strategy
- advanced management skills in working with immediate priorities while anticipating and planning for strategic future needs
- strong project management skills, with an ability to work on multiple priorities simultaneously and ability to operationalize and scale programs with multiple stakeholders
- in-depth understanding of learning design, instructional design, e-learning technologies, development of content, and delivery
- extensive understanding and experience of deploying and meeting academic quality assurance objectives and formulating related action plans for areas of development

Values & Attitude

We are strictly committed to our School's service excellence targets.

We listen to our colleagues and students to understand their unique needs and expectations.

We care about cross-generational differences in professional development needs and expectations.

We treat our teachers and students with dignity and professionalism.

We build and sustain trust with our colleagues and students through responsible actions and honest relationships.

We achieve more when we collaborate with our colleagues and students.

Job Description

Job Summary

FL Student and Administration Affairs team members hold functional and professional responsibility for arranging, organizing, planning, implementing, and development of the outcomes across each level.

FL Student and Administration Affairs team members receive all the applications coming from both academic staff and students, evaluate them together with the

related units and reply back in maximum three (3) working days considering the rules and regulations in EMU by-law.

Student and Administration Affairs team members find solution to the hardware and software problems with available resources in collaboration with the Computer Center Technical Support Unit.

FL Student and Administration Affairs team members send information to the Rectorate Office and University Elective Courses Committee about the elective courses to be opened for the next semester.

FL Student and Administration Affairs team members organize the teaching blocks for the ENGL courses with the authorized contact people of the faculties and enter the agreed blocks on to the system before the online registration starts. They regularly keep checking the registration system of EMU via their academic portals in case of any irregularity.

FL Student and Administration Affairs team members assign the course teachers (as TBA- to be announced) and enter the courses-groups and classrooms on to the portal during the registration period.

FL Student and Administration Affairs team members monitor the registration regularly and open and close the groups based on the logistics. They are continuously in touch with the faculty members while arranging the classrooms.

FL Student and Administration Affairs team members synchronize the teachers with the courses and groups. While doing that, they show utmost care to analyze and peruse the requests from the FL Academic Staff together with the Coordinator and Director of FLEPS.

FL Student and Administration Affairs team members balance the student numbers in the groups during the registration period. This continuous until the last day of add/drops to maintain the equal student numbers in each group.

FL Student and Administration Affairs team members collect all the course outlines from the course organizers and upload on to the students' portal in collaboration with the FL academic affairs.

FL Student and Administration Affairs team members discuss and organize centralized exams (Mid-term and Final) with the FL academic affairs and Rectorate office.

FL Student and Administration Affairs team members keep updating the FL academic staff with the routine announcements (important dates, data entry, attendance, general rules and regulations, etc.).

FL Student and Administration Affairs team members monitor the attendance data entry via the EMU portal system and always ready to provide statistics to the FLEPS Administration.

FL Student and Administration Affairs team members monitor the FL Academic Staff grade entry processes on to the portal and provide guidance if/when needed.

FL Student and Administration Affairs team members collect feedback from the course organizers and teachers about the restrictions and possible synchronization about the mid-term exams.

FL Student and Administration Affairs team members prepare a schedule based on the principles and the restrictions collated from the stakeholders and send it to the Rectorate office to be sent to the university exam scheduling unit.
FL Student and Administration Affairs team members enter the data of the restricted conditions on the exam duty assigning software system and run the program for the duty assigning processes (assigning invigilators).
During the centralized exam periods, FL Student and Administration Affairs team members continuously revisit the duty list and manually work on the program to complete the fine tuning of the exams, students numbers, invigilators, requests, restrictions, etc.
FL Student and Administration Affairs team members generate the student lists of the exams and announce the course organizers to pick up the materials to be enveloped before the actual exam.
FL Student and Administration Affairs team members announce the exam duty lists and exam related duties.
During the exams which comprise more than 1000 students, FL Student and Administration Affairs team members are available almost 24 hours to assist the responsible course organizers if/when needed.
FL Student and Administration Affairs team members monitor the exams and being on-call in the Exam Admin office to fix the unexpected results (absence of invigilator, cheating, etc.).
FL Student and Administration Affairs team members organize the make –up exams (mid-terms and finals), inform all FL Academic Staff about the rules and regulations of make-up exams considering the rules and regulations in EMU by-law. They work in collaboration with the Academic Affairs and Central Lecture building administrative manager to specify the date and the location.
FL Student and Administration Affairs team members organize the make-up exams students lists based on the requests reported to FL webform (https://fleps.emu.edu.tr/en/contact/fl-request-form).
ALL THE EXAM RELATED DUTIES ARE REPEATED AT THE FINAL EXAMS.
FL Student and Administration Affairs team members organize the re-sit exams and make the necessary announcements.
FL Student and Administration Affairs team members organize the grade submission procedure, make necessary announcements and post the guidance for the grade submission and monitor the process.
FL Student and Administration Affairs team members prepare the annual evaluation report and points to be consider for further applications.

4. Member, FL Educational Resources Centre (ERC)

Accountable to: The Assistant Director, FL Student & Administrative Affairs

The responsibilities of the Team Member involve:

- designing, researching, and selecting materials supplementing FL programs at all levels,

- ensuring that all materials in the ERC are attractive, user-friendly, and error-free, correspond to the syllabi of the FL, and promote independent learning,
- ensuring that the ERC run smoothly and efficiently,
- organizing training for student assistants,
- being available to provide assistance and advice during working hours,
- organizing and overseeing training/orientation for teachers to raise awareness of the functions and use of ERC,
- cooperating with the Curriculum Teams in order to have a strong link with classroom teaching/learning,
- cooperating with staff to enrich the materials in the ERC,
- monitoring the implementation of regulations and procedures in the ERC,
- assisting volunteer instructors in the process of material development,
- informing the Assistant Director for Student and Administrative Affairs about developments regarding the ERC regularly,
- conducting an evaluation of resources available in the centre for teachers once a semester,
- designing an action plan based on the feedback collected from teachers,
- keeping abreast of current ELT thinking and approaches,
- identifying related staff training needs,
- working at least for two years (from July to July),
- monitoring the following member replacing him/her for at least one month.

XXIV. APPENDIX B: PEOPLE AT FLEPS

A. 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.

Ali KATIRCIOĞLU, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language Teaching, EMU.

Alişan ŞAN, Senior Instructor. B.A., English Language and Literature, EMU; Teaching English as a Foreign Language, Bilkent University.

Alper GÜÇLÜCAN, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Humanities, EMU; C.O.T.E. (RSA/Cambridge).

Arzu ONBAŞI, Senior Instructor. B.A., English Literature and Humanities, EMU; M.A., English Language Teaching, EMU; C.E.E.L.T. II (RSA/Cambridge).

Arzu ÖZBİLEN, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Literature, EMU; C.O.T.E. (RSA/ Cambridge).

Aslı CAN, Senior Instructor. B.A., English Language and Literature, Ege University; M.A., English Language Teaching, Lefke European University.

Aslı GÖNENÇ, Instructor. B.A., English Language Teaching, Middle East Technical University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Ayfer CİVİSİLLİ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Teaching English as a Foreign Language, Bilkent University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge); Ph.D., English Language Teaching, EMU [in progress].

Aynur İSTİLLOZLU, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Educational Sciences, EMU; I.C.E.L.T. (RSA/Cambridge).

Ayşe KOZANSOY, Senior Instructor. B.A., English Language Teaching, 9 Eylül University; M.Sc., Teaching English to Speakers of Other Languages, Stirling University; C.O.T.E. (RSA/Cambridge).

Ayşe ONUT, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Ayşe ÖZVERİR, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Specializing in IT in Education and Training, University of Wollongong; C.E.E.L.T. II (RSA/Cambridge)

Ayşegül SALLI, Asst. Prof. Dr.. B.A., English Language and Literature, Ege University; M.A., Teaching English as a Foreign Language, Bilkent University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge); Ph.D., English Language Teaching, EMU.

Aytül DEREBOYLU, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Berna ERENAY, Senior Instructor. B.A., English Language Teaching, Middle East Technical University; M.A., English Language Teaching, EMU.

Çelen KARADAĞLI, Instructor. B.A., English Language and Humanities, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Cemaliye SOĞANCI, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, Near East University; C.E.L.T.A. (RSA/Cambridge).

Christine E. KANNUR, Senior Instructor. B.A., English Literature, University of British Columbia; M.Ed., English Language Teaching, University of Manchester; C.E.L.T.A. (RSA/Cambridge).

Çiğdem TUNCERGİL, Senior Instructor. B.A., English Language Teaching, Gazi University; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge).

Damla Simsaroğlu, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Educational Sciences, EMU.

Derya SABRİLER, Senior Instructor. B.A., English Literature and Humanities, EMU; M.A., English Studies, EMU; C.O.T.E. (RSA/Cambridge).

Dilem KÖYLÜOĞLU, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Teaching English to Speakers of Other Languages, Lancaster University.

Ebru KUMYALILI, Senior Instructor. B.A., English Literature and Humanities, EMU; M.Phil., Research in Second Language Education Across Cultures, Cambridge University; C.E.E.L.T. II (RSA/Cambridge).

Ejber AYDIN, Instructor. B.A., English Language Teaching, EMU.

Elif ERSÖZLÜ, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., Educational Sciences, EMU; C.O.T.E. (RSA/Cambridge).

Elmaziye KÜFİ, Asst. Prof. Dr. B.A., Foreign Language Education, Middle East Technical University; M.A., English Language Teaching, Middle East Technical University; Ph.D., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Emete MAVİLİ, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, Near East University; C.E.L.T.A. (RSA/Cambridge); [Assistant Director].

Emine SÖNMEZ, Instructor. B.A., English Language and Literature, EMU.

Emir A. KONUKLU, Senior Instructor. B.A., English Language Teaching, Marmara University; M.A., English Language Teaching, Lefke European University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Ersoy ŞENER, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Literature, EMU.

Eylem AKİM, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, EMU; C.E.L.T.A. (RSA/Cambridge).

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XXV. APPENDIX C: FLEPS Sample Letter of Leave Request

Tarih xxxxxxxxxxx

Kime: xxxxxxxxxxxxxxxxxx (imza)

Müdür Yardımcısı, YD

Kimden: xxxxxxxxxxxxxxx (imza)

Öğretim Elemanı, YD

Konu: İzin talebi hakkında (idari / yıllık / sağlık)

xxxxxxxxxxxxxxxxxxx nedenlerinden dolayı **xx-xx-xxxx** tarihleri arasında / tarihinde (yurtdışında bulunacağımdan / rahatsızlığımdan / tedavi göreceğimden / refakatle gitmem gerektiğinden dolayı) izin kullanmam gerekmektedir. Belirtilen tarihlerdeki ders telafisi aşağıdaki şekilde yapılacaktır.

Yapılamayacak Dersin Tarihi	Yapılamayacak Dersin Saati	Telafi (Make-up) Dersinin Tarihi	Telafi (Make-up) Dersinin Saati	Telafi (Make-up) Dersinin Yeri

Gereğinin yapılmasını saygılarımla arz ederim.