

NEAR EAST UNIVERSITY

- Ataturk Faculty of Education
- Faculty of Open and Distance Education
 - Institute of Educational Sciences
 - Distance Learning Center

QUALITY MANUAL

2016-2017

1. MISSION, VISION and OBJECTIVES

Mission

The mission of the programmes and faculties, institute is to educate the students in order to be professionals in educational terms and to gain foresight, as well as assisting them to respect to the ethical values and social aspects of the public. The self-consciousness on educational matters is also highlighted to ensure development of self-responsibility along with the personal skills of students. Students are expected to benefit from the academic developments and in turn contribute to the improvement of the scientific advances and of their community. The scholars have also been educated in order to be open-minded for the development of science, perceiving the events in such a conceptual perspective that reflects the way of true life and always be respectful to the common benefit of the public. The students have also been educated in a way that they are to be open to the opinions of others sharing life in the society.

Vision

The vision of the university is based on contributing to educational life of students by offering the highest possible quality in education, using the latest educational equipment and materials, developing the students' insight about the role and importance of quality in educational facilities, and training students in order to be able to develop required skills effectively.

Aims and Objectives

- Training students to be able to use professional skills effectively and improve students' knowledge about their specialization.
- Improving students' skills and knowledge to be able to cope with their academic and future life.
- Improving quality of education in accordance with international standards.
- Providing students with opportunities to reach materials and guidance needed during their learning process.
- Raising independent, autonomous learners who take responsibility for their own learning and personal development

2. Policies

2.1 Learner Training Policy

The purpose of the all programmes, faculties and institute is to ensure that all students are given equal opportunities and guidance to develop themselves as autonomous learners and self-competent individuals.

Students are guided in study techniques and how to develop the necessary skills for their professional learning.

The major priority is to raise students' awareness about the importance of their studying field by eliciting their ideas and giving them a questionnaire on the topic. As part of its Training Policy, the programmes, faculties and institute recognize continuous assessment as necessary.

The responsibility for carrying out the training policy lies with all the members of staff and management. All coordinators and managers coach and guide the staff towards fulfilling the necessities of the training policy. Regular meetings are organized to indicate the achievement of objectives and to identify any further needs. In addition, workshops are arranged to keep the staff up-to-date about the improvements.

2.3 Curriculum Policy

General Policy Statement

The main aim is to improve the quality of learning of all students, irrespective of their learning profile, by;

Raising self-competent individuals

All programme, faculties and institute aim to help students during the transition between high school and university life, and to help them realize their full potential. They all aim to raise self-competent individuals by providing students with the necessary study skills and habits for life.

Meeting their academic needs and social abilities

The all programmes prepare students for academic study in their faculties and departments by providing them with the necessary skills to be able to reach their potential for their future life and career.

Encouraging learner independence

As an education family with all programmes, faculties and institute believes that learner independence is an essential element of academic study. To this end, all programmes aim to help students learn how to learn effectively and encourage the habit of social responsibility both within and outside of the classroom.

Providing extra support and individual attention

The all programmes, faculties and institute ensure that sufficient support and guidance is given to all learners and endeavors to provide individual attention to those learners who require it.

Elements of the Curriculum

Programmes, faculties and institute are committed to ensuring that all elements of the curriculum are aligned to the Quality Improvement Policy and that they are consistent with and complementary to one another. This will involve on-going evaluation and revisions. The elements of the Curriculum are as follows:

Specification of learning objectives

This refers in particular to the syllabus document, and to course outlines specified for all courses in both semesters.

Specification of teaching and learning materials

This covers a set of course books, supplementary books for all departments, self-access materials and materials provided by Curriculum and Material Development Unit.

Independent learning

This covers support provided to students through tutorials and regular homework assigned by class lecturers. It also refers to independent learning both within and outside of the classroom environment.

Assessment

- This refers to course requirements, assessment of learning by teachers themselves and assessment of learning through continuous and end-of-course assessment.

Supporting the Curriculum

It is ensured that the following are essential in order to support the curricular process and to ensure its effective implementation.

Effective management of the curricular process

This entails effective planning by means of the plan in order to allocate resources and to keep all activities in the school focused. Key elements of this planning are the need for ongoing and systematic training and the need to see the future needs.

Ensuring a cohesive curriculum

This requires ensuring that all elements of the curriculum, namely the syllabus, course books and materials, assessment and management are consistent with the Quality Improvement Policy statement and each other and are complementary to one another.

Ensuring a coherent curriculum

Programmes, faculties and institute aim to explain the nature and principles of curriculum to all stakeholders, namely students, lecturers and the University.

Effective teacher support and development.

All programmes, faculties, institute believe that teacher development is crucial to the effective implementation of the curriculum. To this end, programmes, faculties and institute are committed to providing on-going support and training opportunities for teachers through Center of Excellence and DESAM.

Effective monitoring and evaluation

This entails ensuring regular monitoring of different aspects of the teaching and learning process. This involves collecting data from various sources, and taking timely action as a result.

2.4 Assessment Policy

We are committed to developing curricula that are relevant, appropriate and which empower our students to become independent learners. Effective assessment is an important tool used to measure whether these principles are achieved in curricula delivery.

The aim of assessing learners is to monitor their growth, ensure their development and provide support through an area of learning, in order to help them achieve the objectives expected in the curricula.

Assessment provides information about weaknesses in learning and defines the remedial action necessary to support those weaknesses. It also provides the lecturer with information on the effectiveness of the learning programmes being implemented.

Our assessment is underpinned by the following principles:

The purpose of assessment is not about promotion only but also about progression. It does not only help students to graduate but also provides the base of academic learning which needs to be continued in future studies.

We believe that assessment must be an ongoing and integral part of the learning process. Great care is also given to produce tests which are bias free, sensitive to race, gender, and cultural background.

Auditable documented instructions to developers and designers of assessment methods.

The Ethics Committee, Course Directors holds regular meetings with the Quality Improvement Unit members on assessment methods, where auditable documented instructions are given to the developers and designers of assessment methods.

2.5 Internal Verification Policy

The purpose of Internal Verification is to ensure that assessments are valid, reliable, practicable and fair and assessors must apply the standards of assessment uniformly and consistently.

The internal verifier's role is to make sure that

- Assessments are appropriately conducted
- Any possibility of malpractice conducted is minimized
- Assessment instruments are valid.
- Teachers (Assessors) judgments are reliable (consistent & accurate)
- Standardization exercises are arranged
 - a) agreement trials where discrepancies are discussed
 - b) double marking
 - c) blind marking (for writing skill)
- Assessment and verification records are maintained
- Assessment decisions are sampled
- Teachers (assessors) are supported

Programme director and management are responsible for organizing internal verification which includes

- Scheduling assessments
- Ensuring internal verification records are kept
- Timing the assessment
- Providing re-assessment opportunities
- Providing training for internal verifiers
- Reviewing internal quality assurance systems

2.6 Invigilation Policy

Aim: This policy aims to ensure the fair and orderly conduct of examinations and to set out the responsibilities of the invigilators.

Invigilation Procedures

- Exam papers are distributed and announcements are made to the teachers by the coordinators
↓
- Invigilators report to the exam room 15 minutes before the starting time of the examination
↓

- Students ID and exam entrance papers are checked and an attendance record is signed by each student



- Exam papers and materials are distributed appropriately by the invigilators



- Announcements are made to the students



- During the exam it is **imperative** that invigilators walk around and monitor the students



- Exam papers and the attendance records are collected, counted and delivered back to the coordinators



- Any matters of concern are reported to the coordinators.

2.7 Marking Policy

We recognize that teachers' marking of students' progress is one of the central functions in the learning process to ensure standardization.

The focus of giving feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills.

Marking is most effective when the student knows:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning.

Marking and implementation of this policy is the responsibility of all teachers.

Aims:

- To establish a consistent approach to the way we feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing.
- To ensure all students are provided with regular feedback to help them reach or exceed their full academic potential.

Principles:

1. Teacher and peer dialogue around learning.
2. Clarification of what good performance is (goals, criteria, standards expected).
3. Opportunities to close the gap between current and desired performance.
4. Delivery of high quality information to students about their learning.
5. Encouragement of positive motivational beliefs and self-esteem.

How is marking carried out?




Teachers follow an agreed system and consistent procedures in their marking.

Roles and responsibilities

Teachers

- To ensure work is marked on a regular basis.
- To use the Formative Feedback sheet in line with progress checks to advise students on how to improve for that section of work in their books.
- To ensure that students have the target level or grade clearly on display.
- To ensure that students are provided time to consider marking comments.
- To share good practice with marking in meetings.
- To ensure curriculum area has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail.
- To create planned opportunities each term to moderate key assessment activities
- To ensure consistency.
- To ensure Formative Feedback sheets are provided

Marking Procedures

- Criteria prepared for each section / skill

- A master key for each section / skill is prepared

- A list of first and second markers is prepared


- The lecturers are given the answer key(s) after the exam



- Due dates for submission of grades is given



- Marking is carried out

2.8 Safe Storage of Exam Papers Policy

Aim: It is essential that examination papers should be kept confidentially prior to and after the examination. This applies to both the secure storage of hard copies of printed papers and to the security of electronic copies.

Procedure :

- Hard copies are stored in a secure locked area to which only a small number of staff has access.
- Staff with access to examination papers should understand the need for absolute confidentiality in handling the papers in either hard copy or electronic form.
- Electronic copies of examination papers must not be stored on a memory stick or a similar portable device or on the hard drive of a lap-top computer. Nor should they be stored on the hard drive (C-drive) of a desk-top PC. The reasons for this are:
 - the security risk posed if the device is lost or stolen;
 - the inconvenience caused if the device is lost or ‘crashes’ and the paper is lost.
- Electronic copies should be stored on a secure drive on a desk-top PC. This should not be the hard drive (C-drive) of the computer. It should be:

- either a designated shared drive to which agreed individuals have access by password;
 - or the personal drive (usually the H-drive) which should be password protected.
- Any suspected breach of security must be reported as a matter of extreme urgency.

2.9 Record Retention Policy

Aim: The aim of this Policy is to ensure that necessary records and documents are adequately protected and maintained and to ensure that records that are no longer needed or are of no value are discarded at the proper time. This Policy is also for the purpose of aiding employees in understanding their obligations in retaining electronic documents - including e-mail, Web files, text files, sound and movie files, PDF documents, and all Microsoft Office or other formatted files.

Policy

This Policy represents the policy regarding the retention and disposal of records and the retention and disposal of electronic documents. It is the responsibility of Administration Unit to keep all the records.

RECORD RETENTION SCHEDULE

Record Type	Retention Period
Personnel Records	Whole employment period
Quiz Papers	2 years
Midterm Exam Papers	2 years
Final Exam Paper	2 years
Annual Reviews / Staff Appraisal	2 years
Electronic documents	2 years
Correspondence & Internal Memoranda	2 years

2.10 Staff Recruitment Policy

- Faculties and institute are committed to delivering high quality programs and educational standards. To support the achievement of this objective we recognize the importance of employing the most suitable applicant for all vacant positions.
- Faculties and institute are committed to providing equal opportunity by assessing all potential candidates according to their skills, knowledge, qualifications and capabilities. No regard will be given to factors such as age, gender, marital status, race, religion, or physical impairment.

2.11 Staff Development Policy

Staff Development Policy is to provide our teachers with the necessary support and guidance in order to maintain effective teaching and be able to follow up to date trends that serve our Quality Improvement Policy. With its ‘open-door’ policy, it also aims to create a friendly environment in which lecturers feel comfortable to ask for support.

How to help teachers develop

It is aimed to create the conditions whereby teachers improve themselves professionally at a faster pace. The rationale behind this is achieved by questionnaires, meetings and reflection sheets besides seminars, workshops.

Levels of staff development

Two levels within the school:

Micro level

The support that is provided on regular basis includes:

- Weekly discussions within the units
- Meetings with individual teachers
- Providing help to new lecturers with lesson planning and testing
- Observations and feedback

Macro level (whole school)

Support to lecturers school-wide is provided mainly by:

- Workshops
- Seminars
- Input from outside consultants organized according to the needs of the school

Coordination of staff development

Overall responsibility for ensuring that the school fulfils its duty to provide support to lecturers to enable them to develop lies with the Directorate and the Staff Training Unit.

Workshops and seminars

Actively encourages lecturers to attend national and international workshops and seminars.

Procedures for attendance at national and international conferences

- Any staff member wishing to attend a conference (during a working week) makes a written request
- Head of the programmes, dean and director is responsible for the arrangement of the cover lessons.
- Teachers are informed on the decision after consultation

2.12 Staff Appraisal Policy

The Staff Appraisal system aims to consider the needs of each staff member and post. It is an ongoing process throughout the academic year and the actions to be taken to improve staff performance are as follows:

- Behavioural issues: A warning is given through an informal meeting.
- Low teaching performance: The teacher is observed in class.
Feedback is given on the areas that need to be improved.
The teacher is observed again if necessary.
- Incomplete task completion: A warning is given through an informal meeting.
The member of staff is asked to re-do the task.
The position may be changed.

In addition to these, the Assistant meets individually at least once a year with each member of staff and looks at the performance of the individual in his or her job to discuss the performance could be improved. The purpose of the appraisal meeting is to

- Clarify objectives
- Identify changes in the nature of work done
- Point out possible new directions

- Review the strengths and weaknesses of the staff in order to assist development
- Support the good work of the staff

2.13 Complaints Policy

We aim to build positive relationships with all students and staff. However, the school is obliged to have procedures in place in case there are complaints by students. The following policy sets out the procedures that the school will follow in such cases.

It is aimed to be fair, open and honest in dealing with any complaint. We give careful consideration to all complaints and deal with them as quickly as possible. We aim to resolve any complaint through dialogue and mutual understanding. Sufficient opportunity is given for any complaint to be fully discussed and then resolved.

Complaints:

For informal complaints it is always a good idea to talk to the person or people involved or responsible for sorting it out. The informal process is suited to less serious complaints. A lot of issues can be resolved this way without the need for more lengthy processes.

Formal complaints must be lodged in writing with the student's teacher and head of the programmes. The formal process focuses on investigating the complaints and reaching a solution.

What is an appeal and the right of appeal?

An appeal can be made when the member of the staff or the student is against any decisions or sanctions imposed by Discipline Committee. The appeal must be made within 10 working days from the receipt of the written notification of the decision. The committee reviews the decision and approves it exactly as it is or rejects it, reconsiders it and finalizes the decision.

2.14 Health and Safety Policy

Near East University considers the health, safety and welfare of staff and students to be of paramount importance, and that a safe and healthy working environment is a prerequisite to achieving the University's stated goal to promote excellence in teaching, learning and research.

Objectives

Through the implementation of the Health and Safety policy, programmes, faculties and institute are committed to achieving the following objectives:

- To provide, as far as reasonably practicable, a safe and healthy working environment, safe premises and facilities for staff, students and visitors.
- To ensure that all staff are aware of their health and safety responsibilities and know what is expected of them and what they must do to discharge the responsibilities assigned to them.
- To ensure that staff have access to appropriate training and development to enable them to discharge competently the responsibilities assigned to them.
- To have an effective system for communicating and consulting on health and safety matters and securing the co-operation of staff and students in implementing the Health and Safety Policy.

Responsible People

Security seek and expect the full co-operation and support of the whole school community to ensure that the Health and Safety Policy and arrangements are implemented effectively.

Plans related to Health and Safety

In order to achieve the objectives of the Health and Safety Policy the following plans are prepared by the Director of Security in cooperation with the directorate of Preparatory School.

Fire Security Plan
Building Security Plan
Emergency Situation Plan
Evacuation of Building Plan

Training given

The personnel, teachers and students within the building are informed of the plans by the Director of Security. They are also informed about what precautions to take against earthquake and what first aid to apply. The relevant training is given once a year.

Fire Security Plan

Aim: The aim of the plan is to protect the equipment within the building and the building itself against Fire. It is necessary to identify the precautions that should be taken in order to minimize the loss of life and supplies. In order to achieve this the procedures that should be applied are shown to the personnel within the building.

Scope: Activities for the Security Plan

Responsible People: The students, teachers, personnel and Senior Management within the Faculty building are responsible for the implementation of this plan.

Definitions

Burns: A chemical reaction that takes place when a flammable material reacts with oxygen and air.

F.E: Fire Extinguishers

Plan Flow

It is the responsibility of the Director of Security to prepare the plan. It is renewed once a year. During the preparation of the Fire Security Plan, a risk investigation is done in all areas within the building.

Definitions of the Building

Residential Area: It is situated within Near East University, 2km away from Nicosia International Fair Centre. It is built on an area of 9036.69 m².

Near East's Ataturk Faculty of Education Building and its facilities

- It is a four storey building with 2 blocks.
- Ground Floor: Shops and Classrooms all equipped with computers and projectors.
- First Floor: Classrooms all equipped with computers and projectors and a cafeteria.
- Second Floor: Classrooms all equipped with computers and projectors.
- Third Floor: Directorate, Secretaries Office, Lecturers' Offices and Administrators / Coordinators' Office.

A: Areas that have the highest risk of fire.

- a) Cafeteria
- b) Photocopy Rooms
- c) Technician Rooms
- d) Kitchen

B: Areas that have the second highest risk.

- a) Director's Office
- b) Lecturers' Offices
- c) Secretaries' Office

d) Information Desk

Protection against Fire

Warnings

- Areas which are at high risk are labelled with a WARNING AGAINST FIRE.
- NO SMOKING signs are placed within the building.
- The doors are numbered and the keys are hung on metal plates. They are kept by the Security Personnel. The Security Personnel have the responsibility for the keys.
- The last person to leave the rooms has to control the room before locking the door.
- The Security Personnel on duty have the control of the room and sign the Security Report Book.

Protective Precautions

- The areas with a high risk of fire are equipped with Fire Extinguishers. These Fire extinguishers are controlled periodically by the Security Directorate. A list of all fire extinguishers and their places has been prepared. A form for an Exterior Fire Hydrant System and a closet for the Fire Extinguisher (system with and without water) is filled in every 3-months as a periodic control.
- In the foot well of each stair within the Ataturk Faculty of Education 2 fire extinguishers (6 kg each) are placed.
- The equipment needed to extinguish fire is placed in Fire Precaution Equipment Room in the Security Centre.
- The equipment is controlled every month.
- A Fire truck is on duty 24 hours a day 365 days a year.
- An ambulance is present within the University's Hospital.
- Emergency Telephone Numbers for fire and emergencies are labelled on areas which are highly visible for people within the building.
- In case of a fire the telephone number, 256 should be called.
- The addresses and the telephone numbers of the personnel within the school are kept and the personnel are called when necessary.

Building Security Plan

AIM: The main aim of the plan is to assure the internal and external security of the English Preparatory School building and to determine a standard way of protecting the lives and property and the safety of the students, staff and visitors within the school.

Scope: This Plan includes the security activities.

Responsible People: It is the responsibility of the security personnel to carry out this plan.

Action Flow:

The security plan is prepared by the Director of Security and the deans, director of institute. It is reviewed once a year.

The entrance to the photocopy centre, shops, classrooms and administrative offices is possible only to the people who have been given authority by the Director of Security. The storage room, kitchen and the classrooms are locked. Only authorized people hold the keys to enter these places.

The security team is responsible for the security within the building between 07.00 - 24.00 and the security outside the building between 24.00 -07.00

Entry and Exit of Students and Visitors

The entrance to the Ataturk Faculty of Education by students, staff and visitors is only possible through the main entrance gate. The emergency doors cannot be used as an entrance.

The entrance of the students, staff and visitors' to the building is under the supervision of the security personnel.

In the case of suspicious situations the security personnel has the authority to ask to check the contents of the bags and / or parcels of the people entering the building. The security personnel does not open the bags and / or parcels himself / herself. In the case of situations where checks cannot be properly carried out the contents of the bags and / or parcels can be asked to be taken out of the building.

A person detected with a gun or a concealed weapon is asked to hand in the weapon or the gun and the Security Centre is informed immediately.

Entry and Exit of Personnel

Personnel are not allowed to use any entrance rather than the specified one for them.

Personnel must wear identification cards. Personnel who do not wear identification cards can start working only after informing the related person in charge. The identification cards are given to personnel from their related departments. In the case of lost cards, personnel should inform the related department.

Security has the right to check bags and / or parcels when personnel leave the building if necessary.

Personnel Visitors

People visiting personnel can be accepted to the building and led to the person to be visited by security. This can be done only with permission taken from the personnel to be visited.

Personnel can meet their visitors in the cafeteria for a certain period of time.

Visitors cannot be taken into the working area.

If guests want to visit the building, permission should be taken from the Ataturk Faculty of Education Director and then under the supervision of security personnel the visit can take place.

The Entry and Exit of Service, Maintenance Personnel

The entry and exit of Personnel who enter the building for service and maintenance is recorded and their place of work is also noted.

The service or maintenance person is led to the department (working area) under the supervision of security personnel.

The bags of the service or maintenance team are controlled by the security personnel during entry and exit.

Entry and Exit of Items sent by Cargo / Mail

All materials (items received by cargo or mail) are first examined carefully by the security personnel and are recorded before being delivered to the receiving person.

For suspicious parcels expert personnel is called.

Lost and Found Items

Security personnel has to write the description, quantity and properties of the lost or found item. The item along with the report is sent for storage in the Security Centre.

The Security Directorate has to be informed about found identity cards, passports, money and cheques.

The lost items can be delivered to the owners after the necessary investigations are done, and reports are written. The owner of the valuable lost item has to give the description of the item, show their identification and sign the report about the lost item on collection of it.

The security personnel is responsible for all the keys within the building.

In times of warning about any attack to the building, the Security Centre must be informed by contacting them on the internal number 256. On receiving this warning the security personnel has to contact the Chief Commander. The necessary precautions and actions are taken and the incident is reported to the Nicosia Police Headquarters.

When a suspicious parcel is found, the area is secured by security / hazard tape. The incident is reported to the Nicosia Police Headquarters immediately. The entrance to the area is prohibited until the bomb disposal team arrives.

The duty rota of security personnel is done by the Director of Security. The control of the duty rota is carried out by the Chief Commander.

The education of security personnel is carried out within the Private Security Education Programme.

Emergency Situation Plan

Aim: The aim of the plan is to make sure that the personnel within the Ataturk Faculty of Education is ready to respond to emergency situations properly and assist emergency personnel in times of need. (Security Personnel, Fireman, Rescue Teams)

Scope: All personnel within the Ataturk Faculty of Education

Disasters

Any activity that can disrupt the daily routine within the school or any great event which cannot be dealt with.

Internal Disaster

Situations where students and personnel within the building are at risk.

External Disaster

Events taking place outside the building. (Earthquakes, Floods, Bomb Attacks, Plane Crashes)

Joint Disasters

As can be understood by the title, it is when a disastrous event outside the building affects the building, for example an earthquake affecting all the buildings.

Activities in times of Disaster

A crisis desk is formed as soon as news of a disaster is heard.

All units get into action.

Security Personnel have the authority to control people and vehicle traffic.

A proper communication network is provided.

Continuous contact with the Main Disaster Control Centre is maintained.

In times of disasters it is expected that all personnel and students come to the First Gathering Area without waiting to be called, as in times of these types of events the main communication

lines can be affected. After forming an action plan here, it is expected to move to the North East area of the campus which will be provided with tents.

General Information about the institution

Type of service provided by the institution and its capacity: Ataturk Faculty of Education
Number of Personnel: 110

Residential Area: It is situated within Near East University, 2km away from Nicosia International Fair Centre. It is a 4 storey building, built on an area of 9036.69 m².

General Nature of Preparatory School

Ground Floor: Shops and Classrooms all equipped with computers and projectors.

First Floor: Classrooms all equipped with computers and projectors and a cafeteria.

Second Floor: Classrooms all equipped with computers and projectors.

Third Floor: Directorate, Secretaries Office, Lecturers' Offices and Administrators / Coordinators' Office.

Emergencies

Communication Network

Any information received by the operator is conveyed both to the Director of Security and the Director of the Ataturk Faculty of Education. As soon as the alarm is given, the operators inform the Crisis Desk. If it is outside working hours, the security personnel on duty immediately informs the Chief Administrator.

Precautions taken for Communication

It is agreed that the phone number 390 will be used in times of Emergencies. Communication is made by wireless telephones between Security Personnel and the Security Centre.

Crisis Desk

The Crisis Team consists of the Director of the Ataturk Faculty of Education, Assistant Director, Coordinators and the Lecturers. It is the responsibility of the Director of Security and the Chief of the Campus to call in the security team in times of need.

Environmental Security

It is the responsibility of Senior Management to provide coordination using the instructions given by the Crisis Desk in times of extraordinary situations.

Settling of the Groups

Press: The car park area is allocated to Press Members.

The Information Desk is accessed via Security. The entrance to the building is prohibited.

Security Personnel are placed at each entrance and on every floor.

Communication is made via wireless phones and runners.

In times of need the Security Directorate and Police Force can be called for reinforcement.

Responsibility for the keys for the places within the school is given to the School Director.

Great care is taken not to have the press within the building.

Coordination within the School

Public Relations

The Public Relations Department communicates among personnel within the building and / or between the personnel and their families, and guides the press in order to prevent any wrong information being released.

With the help of the Fire Security Plan, the necessary precautions are taken. It is the responsibility of the Coordinators to provide coordination within the building.

The cleaning personnel on each floor guides the evacuees within the school. It is their responsibility to help the operator / person at the Information Desk in times of need.

Press Announcements (Oral)

It is the responsibility of the Doctor with authority to make announcements to the Communication Centre.

Written Press Announcements

The Director of the Ataturk Faculty of Education gives an explanation of the situation in written form which is to be sent to the Communication Centre to be delivered to the Communication Network.

Technical service

The Technical Service Team consists of one electrical technician, one mechanical technician and two constructors. They are ready under the supervision of Chief Constructor.

The controls of each detector for Fire, Gas and Smoke are identified.

Generators become active when the electricity is cut off.

In the case of a water cut, the water depot within the campus, tankers from Nicosia Council, and 2 tankers with a 20 ton capacity are ready to be used.

A technician is present within the building to service / repair broken machines.

10.11 Communication is constantly made via wireless phones to the Security Directorate.

All personnel are called to be on duty.

Technical Precautions within the Building

A Fire Extinguishing Hydrant System with high pressure is placed within the building. It is the responsibility of the security personnel to inform the Security Centre when an extraordinary situation occurs.

Each section of the building is equipped with Fire Alarm Systems.

There are emergency exit doors and stairs which will be used in emergency situations.

The main entrance to the building has a manual opening system whereas the emergency exit doors can be opened from inside out.

Evacuation of Building Plan:

Aim: The aim of this plan is to determine a standardized emergency action plan in case of an emergency which may affect the Ataturk Faculty of Education to provide effective evacuation:

Contents: This plan includes evacuation procedures.

Chain of Command: Everyone inside this building is responsible for facilitating the emergency action plan.

Descriptions

Assembly Area: Assembly areas are places designated as the areas with the lowest risk for the employees and the students to meet during or after an emergency.

Plan of Action:

Routes and Exits: In the event of an emergency, routes and exits determined on the floor map are used. The floor maps with designated exits and routes are widely available in all waiting areas and inside the building.

In the event of an emergency, where the building needs to be evacuated, the decision is made by the Ataturk Faculty of Education's Director as suggested by the Ataturk Faculty of Education's Coordinators.

Assembly Areas: The designated assembly area in the vicinity of the Ataturk Faculty of Education is the parking lot, which is located to the north of the building. (EK-A)

In the event of an emergency evacuation, the security personnel present at the building entrance is responsible for taking security measures around the building site.

All the students and visitors of the Ataturk Faculty of Education are not allowed to enter the assembly site but instead are held at the security check point until further notice from the emergency officials.

Individuals gathered at the assembly areas are not permitted to enter the building.

Evacuation in the event of a tremor / earthquake: In the event of onset tremors and earthquake alarms are heard, if inside the building, the following precautions need to be taken:

At the onset of tremors, everyone inside the building is should crouch beside a secure place such as a desk or a table.

2.15 The E- Policy

Emerging models of online collaboration are fundamentally changing the way we work and communicate. This new model can help build stronger, more successful relationships and contribute to language teaching and the learning process. However, in order to avoid any problems and misunderstandings, NEU Ataturk Faculty of Education considers any social media activity performed by its staff to be subject to certain principles and guidelines.

- Be honest about your identity.
- Make sure not to use any libelous inscription.
- Always review what you are about to post, consult with one of the admin members if unsure.
- If you make a mistake, admit it-and be upfront and quick with your correction.
- Respect confidentiality of all participants and never disclose student information.
- Always give reference to the sources of written content, images and ideas you use.
- Handle negative comments and developments quickly and professionally.

Specific ways of communication for Ataturk Faculty of Education

- **Neu Ataturk Faculty of Education webpage**
The Ataturk Faculty of Education webpage and UZEM aims to include information related to the mission and vision of the school, academic staff and the learning

programme in detail. It is the responsibility of the marketing person to inform the related unit of the university after liaising with any information that needs to be published on the internet. He / She is responsible for continuous monitoring, maintenance and timely response.

- **Neu e mail**

All teachers are responsible for checking any email sent either from the Rectorate or NEU Ataturk Faculty of Education Administration on a daily basis and act accordingly. Any information related to NEU University or NEU Prep school is not meant to be forwarded to anyone who is not a member of NEU Ataturk Faculty of Education.

- **NEU UZEM**

All course plans, details and announcements are announced in UZEM web page.

2.16 Quality Policy

The NEU Ataturk Faculty of Education is fully committed to implementing a learning programme which is 'fit for purpose' in its courses, teaching methods, staff training, staff and student performance, assessment methods and resources. The quality policy ensures that the academic requirements for every student are met by the learning programme and the outcomes are in accordance with the school's objectives. To continue to provide a high quality education, constant reviews take place.

2.17 Quality Assurance Policy (& Quality Standards)

NEU Ataturk Faculty of Education's quality assurance policy aims to ensure continuous improvement through 'fit for purpose' quality systems in all of its departments. The quality cycle is monitored throughout the academic year at appropriate times to guarantee the proper operation of processes and procedures and to evaluate the achievement of the intended objectives. Each department and individual is aware of the fact that fulfilling responsibilities and the assigned duties are vital in quality assurance. It is the responsibility of each member of the staff to make sure that objectives are being met and institutional integrity is maintained.

NEU Ataturk Faculty of Education also understands that benchmarking of its academic standards is of vital importance to maintain continuous improvement and that student and

stakeholders are the main contributors in shaping the school's policies and quality systems. To demonstrate this, the school assures the quality of its learning programme through:

- The design of policies, processes and procedures
- Internal audits against the policies, processes and procedures
- A quality and quality improvement cycle
- Staff induction, support and performance review
- Reward and recognition opportunities
- Learner induction and support
- Professional Development
- Resource Development
- Benchmarking

2.17.1 Audit Instructions

Internal audits are carried on the annual events table. The instructions followed while auditing are:

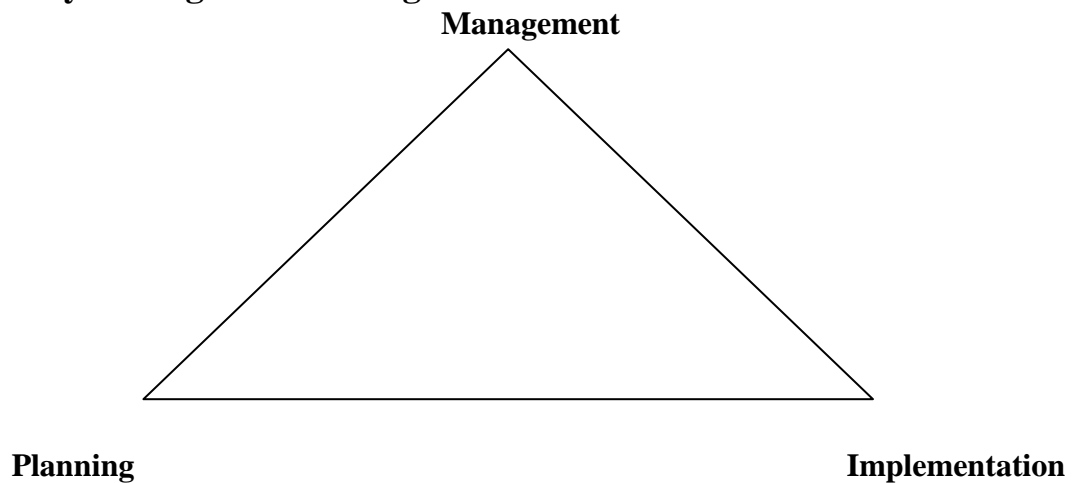
- Check whether the prepared documents or the designed processes are in alignment with the objectives and policies of the learning programme
- Check whether the prepared documents or the designed processes are in alignment with the document regulations (header, footer,...)
- Check whether the meaning is clear and structures are used correctly or not on the prepared documents or in the designed processes
- Check whether the language and the level of language is appropriate for the targeted audience on prepared documents or in the designed processes
- Make changes/improvements if necessary on the documents and give it back to the designer
- Ask the designer to make the changes/improvements and give a deadline
- Sign off

2.18 Quality Management System

To establish well-managed quality systems and processes, the senior management focuses on the effective implementation of quality systems included in the learning programme. Regular reviews and meetings take place to assess the operation of quality systems in all areas and to ensure that staff at all levels has the responsibility to participate to the best of their performance

to achieve the school's objectives. The quality management system also aims to achieve the objectives of quality systems by having a well-established quality cycle and promotes the understanding that success is possible when all activities and resources are managed as a fully-working system.

2.18.1 Quality Management Triangle



Assessment

- Analysis of the current grading system and the results of the learners
- Research carried out to find more communicative ways of testing the performance of learners
- Discussion with the unit leaders
- Decision on testing communicative skills
- Decision made to standardize the format of the exams
- Decision to standardize the grading system for all units

2016-2017

- Informing the staff about the changes
- Providing material support (sample questions)
- Training on designing tests
- Standardized tests for all units
- Feedback from teachers and learners

Curriculum and Material Development

- Analysis of learners' performance
- Needs analysis for each faculty department
- Research on different methodologies
- Communicative and eclectic approaches adapted
- Curriculum and syllabus designed in a way to focus on the usage and four skills
- Informing teachers about the changes

Quality Improvement

- Evaluation on current situation in the curriculum, assessment and staff performance
- Analysis of each unit through feedback from learners, teachers and questionnaires
- Research on how to improve each unit
- Forming a separate unit for each aspect of language teaching and appointing staff
Meetings and discussions
- Giving guidance
- Evaluation of the performance of each unit

Training

- Giving feedback forms to learners
- Analysis of feedback forms
- Interviews with teachers
- Giving reflection sheets to teachers

- Lesson plans from teachers
- Analysis of reflection sheets and lesson plans
- Choosing observees
- Interviews with observees
- Observation meetings with observees
- Observation of teachers
- Post-observation feedback to teachers
- Feedback to management on observations

2.19 Quality Improvement Policy

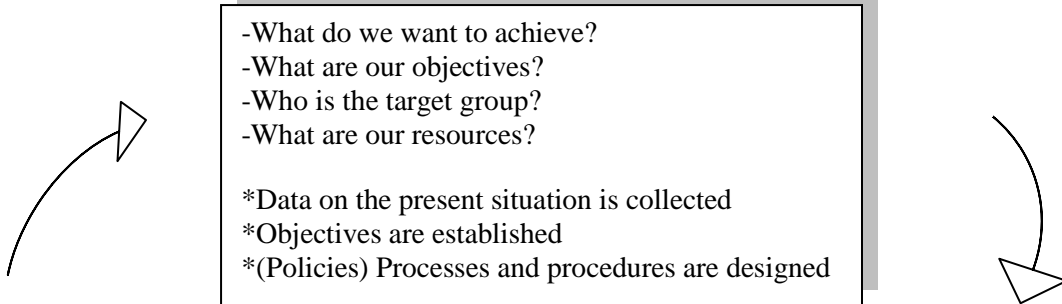
NEU Ataturk Faculty of Education has an interest in systematically evaluating and improving the quality of learning programme, and processes in the education it provides. In order to achieve a high level of efficiency and effectiveness in the programme, each year a strategic planning is developed by the senior management. The Quality Improvement Plan was originally developed from communication with the units. The plan has the following objectives:

- 1) To enhance a lecturer's autonomy.
- 2) To enhance a student's autonomy.
- 3) To continue to improve the general standards of teaching.
- 4) To make a better and more effective use of resources.
- 5) To provide a rich curriculum that effectively meets students' needs.
- 6) To revise / rewrite supplementary books.
- 7) To improve the assessment system.
- 8) To improve management systems.
- 9) To improve the staff recruitment process.
- 10) To be accredited by internationally recognized institutions.
- 11) To expand the services

3. QUALITY (IMPROVEMENT) CYCLE

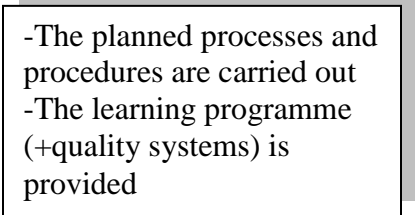
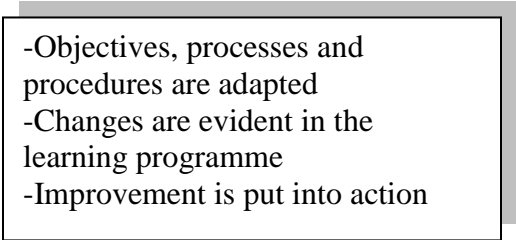
A quality cycle that continuously focuses on planning, implementation, reviewing and improving. The cycle is constantly monitored by quality improvement unit. The cycle works for all departments (curriculum, testing and staff training) and the outcomes are reflected in the learning programme with the necessary improvements and changes made. The Quality (Improvement) Cycle operates biannually after all exam results after all lesson feedback forms and questionnaires are analysed.

PLAN

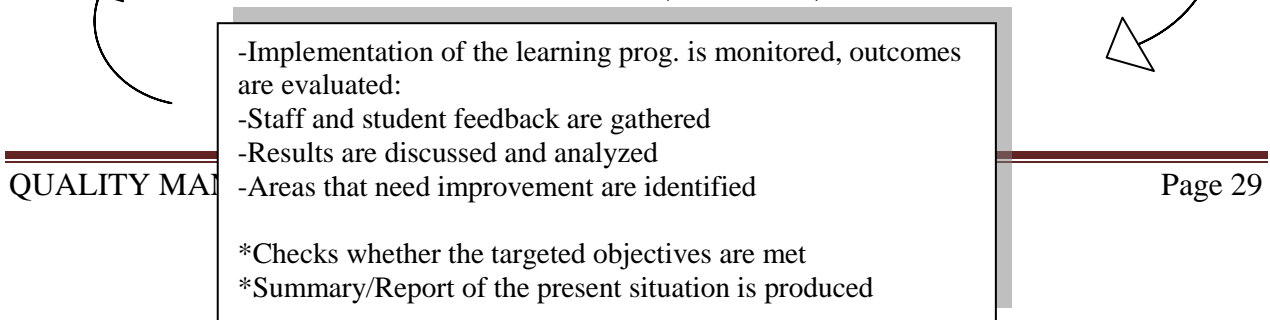


IMPROVE

IMPLEMENT (DO)



REVIEW (STUDY)



4. ACTION PLANS

ACTION PLAN FOR QUALITY IMPROVEMENT IN STAFF TRAINING

Objective: To integrate communicative teaching/elements more to the syllabuses

1. Teachers will be informed via group meetings about the need to have an eclectic syllabus with the use of more communicative elements
2. They will be given articles to read and videos to watch about the communicative approach (during the summer holiday)
3. They will be presented with communicative way of
4. Staff training unit will work on the differences between a communicative lesson and a grammar focused lesson with the teachers
5. They will be asked to write lesson plans and will be observed doing them
6. They will be asked to reflect on them
7. The strengths will be discussed and strategies will be developed to deal with areas to improve

ACTION PLAN FOR QUALITY IMPROVEMENT IN COMPLAINTS PROCEDURES

Objective: Teachers and all coordinators will be trained on understanding and dealing with misbehavior/complaints and their possible outcomes. This aims to find constructive solutions to the complaints/malpractice and change the behaviour before more serious action is needed.

1. Teachers will be given example situations (with disciplinary problems) and they will be asked to tell about their way of dealing with them
2. Teachers will be given texts to read about classroom management and how to deal with disciplinary problems
3. They will be asked again whether they would like to change their way of dealing with disciplinary problems or how they will improve themselves in terms of classroom management

5.DESIGN OF A NEW TRAINING PROGRAMME

When designing a new training programme, NEU Ataturk Faculty of Educationme carefully analyses the needs and expectations of the participants and determine the objectives accordingly. The processes include:

- Getting info from the NEU Institute about the participants
- Having meetings with the representative of the participants or individuals (if it's not a group)
- Determining the needs and thus objectives
- Designing the syllabus and the assessment
- Appointing teachers to the course(s)
- Guiding the teachers with the implementation of the syllabuses and assessment
- Tracking students' achievement
- Organising and administering the exams
- Getting feedback from the participants about the implementation of the lessons
- E-mailing the feedback results and the exam results to the NEU Institute

