



ENGLISH PREPARATORY SCHOOL HIGH-STAKES ASSESSMENT REGULATIONS, INCLUDING AI POLICY & GUIDELINES FOR TEACHERS AND STUDENTS

1. Policy Statement

This policy governs the design, administration, marking, moderation and review of high-stakes assessment at the English Preparatory School (EPS), together with clear AI use guidelines for teachers and students. The policy ensures fairness, validity, reliability, transparency, data protection, and academic integrity across all stages of assessment. Numerical thresholds reflect current EPS regulations; where institutional rules are updated, this policy shall be revised accordingly.

2. Scope

Applies to all EPS staff involved in assessment and to all EPS students subject to high-stakes examinations and graded coursework. Covers Proficiency/CAUEPE, Gateway, end-of-track level exams, and any centrally graded components that determine progression or certification.

3. Definitions

CAUEPE: Cyprus Aydın University English Proficiency Exam for associate/undergraduate programmes.

Gateway Exam: EPS end-of-year proficiency examination determining exit from EPS.

Track: One of four 8-week instructional segments (A1, A2, B1, B1+).

High-stakes assessment: Any examination or graded component with direct impact on progression, certification, or exemption.

4. Governance, Roles and Responsibilities

Role / Unit	Key Responsibilities	Frequency	Reports To
Testing & Evaluation Unit	Develops, validates and administers exams; maintains test specs and rubrics; conducts item/statistical analysis; coordinates moderation and standardisation; issues post-exam reports.	Ongoing / each exam cycle	Director; QADC
Teachers	Deliver courses aligned to CEFR/GSE; contribute to item writing and moderation; invigilate; mark per rubrics; report irregularities; participate in CPD.	Each term / exam cycle	HOD; Testing Unit
Students	Attend courses; follow exam regulations; uphold academic integrity; submit make-up/appeal requests within timelines; respond to feedback surveys.	Each track / as scheduled	EPS Administration
EPS Administrative Board	Approves policies; ensures compliance with university regulations; considers Testing/QA reports; endorses improvement actions.	Per academic calendar	School Management

Quality Assurance & Development Committee (QADC)	Coordinates internal QA; reviews assessment, curriculum and CPD reports; tracks improvement actions; maintains QA archive.	Mid-term & end-term	Director
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1. High-Stakes Assessments at EPS

High-stakes assessments include CAUEPE (where applicable), the Gateway Exam, end-of-track level exams, and centrally graded course components that directly affect progression/exemption.

2. Attendance Requirement

Students must attend a minimum of 70% of classes in each track. Students below 70% cannot sit the end-of-track examinations and are required to repeat the level in accordance with EPS regulations.

3. Programme Structure and Final Grade Calculation

EPS consists of four tracks of eight weeks each. Courses, assessment systems, and examinations align with CEFR and the Global Scale of English (GSE). Final Grade Calculation = 70% weighted average of the four tracks + 30% Gateway Exam. The minimum passing total is 65. Completion requires reaching B1+ and obtaining a final total of at least 65 to proceed to faculties. Where permitted by university policy, recognised external certificates that meet EPS equivalency thresholds may be submitted within the announced window.

4. Examination Integrity and Security

- Assessment materials are prepared, stored, transported and accessed only by authorised EPS staff; confidentiality is ensured at all stages.
- Exams are administered at officially announced times/venues (CAU360), with identity verification and invigilation.
- Prohibited items (unauthorised notes, smart devices, wearables, translation gadgets, AI tools) are not allowed in exam rooms.
- All student examination documents are archived securely for five (5) years; access is restricted to authorised staff.
- Make-up examinations and appeals follow EPS timelines; only documented/approved excuses are accepted.

10. Artificial Intelligence (AI) Policy

Introduction

Cyprus Aydın University English Preparatory School recognizes the transformative potential of Generative Artificial Intelligence (Gen AI) tools in education, while also acknowledging the importance of their responsible and ethical use. This policy document aims to guide the use of Gen AI by the academic staff and students of the English Preparatory School (EPS), seeking to balance innovation with academic integrity and ethical principles. Although there is currently no specific legislation in our country that directly regulates the use of artificial intelligence, this policy has been prepared in light of the existing legal frameworks concerning AI usage. Among these frameworks are the provisions emphasized in the “*Ethical Guidelines on the Use of Generative Artificial Intelligence in the Scientific Research and Publication Processes of Higher Education Institutions*” published by the Council of Higher Education (YÖK). These frameworks include, but are not limited to, the following regulations: Law No. 6698 on the Protection of Personal Data, Law No. 2547 on Higher Education, Law No. 5846 on Intellectual and Artistic Works, Regulation on Graduate Education and Examination, and Directive on Research and Publication Ethics in Higher Education Institutions.

This policy has also been developed in accordance with the following national framework:

- Presidential Circular No. 2021/18 (*National Artificial Intelligence Strategy 2021–2025*).

Definition of Generative Artificial Intelligence (Gen AI)

Generative Artificial Intelligence (Gen AI) refers to a class of artificial intelligence algorithms capable of creating new content (such as text, images, audio, code, etc.) by learning patterns and structures from existing data. Examples of Gen AI tools include Chat GPT, Bard, DALL-E, Deep Seek, and various code-generation platforms; however, they are not limited to these examples. This definition shall be periodically reviewed and updated to reflect advancements in Gen AI technologies.

Guiding Principles

The English Preparatory School (EPS) approach to Generative Artificial Intelligence (Gen AI) is grounded in the following principles:

- **Responsible Use:** Gen AI tools must be used ethically, supporting academic integrity, enhancing learning, and respecting intellectual property rights.
- **Transparency:** The use of Gen AI tools must be properly disclosed, and the extent of AI contribution should be clearly identified.

- **Critical Evaluation:** Users are responsible for critically assessing AI-generated outputs, taking into account possible inaccuracies, biases, or risks of plagiarism.
- **Human Oversight:** Gen AI should be used to support, not replace, human intelligence. Human supervision and critical thinking are always essential.
- **Continuous Learning:** The English Preparatory School (EPS) promotes an ongoing dialogue and learning environment on the ethical and effective use of Generative AI (Gen AI).
- **Data Privacy:** The confidentiality of data belonging to students and academic staff used in AI-related activities must be safeguarded. Full compliance with data protection legislation is mandatory.
- **Mitigation of Bias:** It must be recognized that AI algorithms may perpetuate or amplify existing biases. AI outputs should be critically evaluated for bias detection, and AI tools should be employed in ways that promote equity and inclusion.
- **Intellectual Property:** Intellectual property rights must be respected in the use of AI-generated content. Proper attribution and licensing are essential.
- **Explainability:** Where possible, AI-assisted decisions should be explainable. This approach enhances trust and understanding.
- **Accessibility:** Efforts should be made to ensure that all members of the EPS community, including individuals with disabilities, have access to AI tools and resources.

Authority of Instructors and the Use of Artificial Intelligence: Instructors play a critical role in guiding the responsible use of artificial intelligence in the classroom. Their authority includes the following responsibilities:

- **Curriculum Integration:** Determining how AI tools can be integrated into the curriculum in ways that enhance learning outcomes.
- **Assessment Design:** Creating assessment methods capable of measuring students' critical thinking and problem-solving skills, even when AI tools are used.
- **Ethical Guidance:** Providing clear directions to students on the ethical use of AI and encouraging discussions about its potential impacts in education and society.
- **Transparency and Disclosure:** Being transparent about their own use of AI in teaching and research activities.

Declaration Template (for permitted coursework): "I used [Tool, version] on [date] for [purpose]. I confirm that the ideas/wording are my own and that no unauthorized assistance was used."

- **Professional Development:** Engaging in professional development opportunities to stay informed about advances in AI and best practices in education.

Student Agency and the Use of Artificial Intelligence in the Learning Process

Students also hold agency in deciding how to incorporate AI tools into their learning processes. This agency includes:

- **Critical Consumption:** Developing the ability to evaluate AI-generated content critically and recognize its limitations.
- **Ethical Use:** Using AI tools responsibly and ethically, respecting academic integrity and intellectual property rights.
- **Self-Directed Learning:** Employing AI tools to support personal learning goals and enhance self-directed learning skills.
- **Feedback and Contribution:** Providing feedback on the effectiveness of AI tools and resources within the learning process.

The Use of Artificial Intelligence in the Learning Experience

Artificial intelligence can enhance the learning experience in various ways:

- **Personalized Learning:** AI can adapt to individual learner needs, offering tailored learning experiences and personalized feedback.
- **Support for Content Creation:** AI tools can assist students in producing and refining written work, presentations, and other learning materials.
- **Language Development:** AI-powered tools can offer personalized feedback on language skills and create opportunities for practice.
- **Accessibility:** AI can improve accessibility for students with disabilities through tools such as text-to-speech, translation, and transcription services.

However, AI should always be used as a complementary tool that supports rather than replaces human interaction, critical thinking, and problem-solving development.