ARUCAD

EPS STUDENT HANDBOOK

2026-2027

ACADEMIC YEAR



Disclaimer

The aim of this document is to provide ARUCAD English language learners and other stakeholder with brief information concerning the English language teaching and learning processes and procedures at the English Preparatory School. From time to time, the policies and the operations of ARUCAD and English Preparatory School may change. To be sure of having up-to-date information, each member should confer with the EPS Director or instructors. The contents of the English Preparatory School Student Handbook are copyrighted by ARUCAD English Preparatory School (EPS) with all rights reserved. Reproduction or use of this document, in whole or in part, without permission is prohibited.

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FOREWORD FROM THE DIRECTOR

Dear EPS Students,

Welcome to ARUCAD’s English Preparatory School.

As a university dedicated to art, design and communication, ARUCAD offers a distinctive learning environment shaped by Cyprus’s rich cultural heritage and diverse perspectives. In this creative community, English will help you explore international ideas, discuss your work and connect with people across cultures.

Our programme prepares you for the language and study demands of university life. Alongside English proficiency, we encourage creativity, critical thinking and collaboration—essential skills for questioning assumptions, interpreting different perspectives and developing original ideas in art and design.

Our courses follow the Common European Framework of Reference for Languages (CEFR), from A1 to B2. Through purposeful, interactive learning, you will build confidence in expressing ideas, participating in discussions and communicating your creative intentions.

Your progress depends on active participation and consistent practice. Attend regularly, stay curious and use English beyond the classroom. Your teachers are here to guide and support you.

I wish you an inspiring and successful year.

Warm regards,

Hatice Asvaroglu

Director, English Preparatory School

1.0 HISTORY

Arkın University of Creative Arts and Design (ARUCAD) is a private, non-profit higher education institution which was established in 2017 in the center of the ancient port city of Kyrenia, Northern Cyprus. ARUCAD provides education in the fields of Art, Design and Communication and started offering courses in the Academic Year 2018-2019. Since then, ARUCAD has continually been improving its quality standards and aiming to obtain new memberships of international accreditation organizations to help its students to be a part of the global Art, Design and Communication network.

English Preparatory School was established and started offering English language courses in 2018 along with the establishment of ARUCAD. The student intake to the English Preparatory School has increased each academic year over the three-year period and currently, over 100 students are registered for English language courses at EPS. In line with ARUCAD's vision, EPS aims to continuously develop to achieve a high quality English language education which meets the international foreign language teaching standards to help ARUCAD students to succeed in their academic studies, professions and social lives. Overall, EPS, as one of its important units of ARUCAD has a diverse cultural learning environment where students can share their own cultures in a friendly academic environment and develop multicultural understanding to integrate into the global world successfully.



2.0 OVERVIEW

Arkin University of Creative Arts and Design is an English medium university and English Preparatory School is a unit within ARUCAD which is directly attached to the Rectorate. The English Language proficiency requirement for students to be able to directly commence their academic studies at the Faculty is CEFR B1 for undergraduate and CEFR B2 for master's and Ph. D students. EPS was established with the aim of providing English language courses for newly admitted ARUCAD students who are not at the required English language proficiency levels to successfully pursue their academic studies at the Faculty. EPS offers English language courses to these students at four different levels of English; Prep A1, Prep A2, Prep B1 and Prep B2 levels to enhance their English language knowledge and skills to the required English language levels in order to enable them to succeed in their academic studies at the Faculty. Students can complete their studies at each level in minimum one semester. The exit levels for undergraduate students is CEFR B1 whereas CEFR B2 for master's and Ph. D students is required. The duration of standard education at EPS is minimum one year and maximum 2 years.

EPS Mission

The mission of the English Preparatory School (EPS) at ARUCAD is to provide high-quality, inclusive English language education that enables students from diverse linguistic and cultural backgrounds to communicate effectively and succeed in their interdisciplinary studies.

In line with ARUCAD's focus on art, design, communication and creative practice, EPS develops students' general and academic English proficiency, learner autonomy, critical and creative thinking, collaboration skills, intercultural awareness and understanding of sustainability.

EPS fulfils its mission through the following principles:

- Providing high-quality English education aligned with international standards;
- Creating an inclusive, collaborative, and supportive learning environment;
- Promoting learner autonomy, agency, and lifelong learning;
- Integrating sustainability literacy into language education;
- Encouraging creativity, critical thinking, and responsible communication;
- Respecting linguistic, cultural, and individual diversity;
- Supporting staff's continuing professional development;
- Upholding integrity, equality, transparency, and ethical responsibility.
- Raising awareness regarding the importance of cultural heritage

EPS Objectives

EPS aims to:

- develop students' English proficiency in alignment with the Common European Framework of Reference for Languages (CEFR);
- develop the general and academic English skills required for ARUCAD's interdisciplinary programmes;
- employ inclusive, student-centred, and evidence-informed teaching approaches;
- develop learner autonomy, agency, and responsibility;
- integrate sustainability literacy and the general principles of the SDGs into relevant learning activities;
- develop critical thinking, creativity, collaboration, problem-solving, and research skills;
- promote intercultural awareness, global citizenship, and respect for diversity;
- use appropriate technologies to enhance teaching, learning, and assessment;
- employ transparent, equitable, and varied assessment practices;
- support staff's continuing professional development.

EPS Vision Statement

EPS aspires to be a locally and internationally recognised centre of excellence in English language education, preparing independent learners, creative thinkers, and responsible global citizens who contribute to inclusive and sustainable societies.

Core Values

Quality: High standards in teaching, learning, assessment, and student support.

Sustainability: Environmental, social, cultural, and economic responsibility.

Learner autonomy and agency: Ownership of learning and informed decision-making.

Creativity and innovation: Inquiry, imagination, and interdisciplinary thinking.

Inclusion and respect: Equitable opportunities, cultural understanding, and respect for diversity.

Integrity and transparency: Ethical conduct, accountability, and consistent practice.

Collaboration: Cooperation and shared responsibility.

Continuous development: Reflective practice and ongoing professional and institutional improvement.

9.0 EPS ORGANIZATIONAL CHART

2026-2027 Academic Year



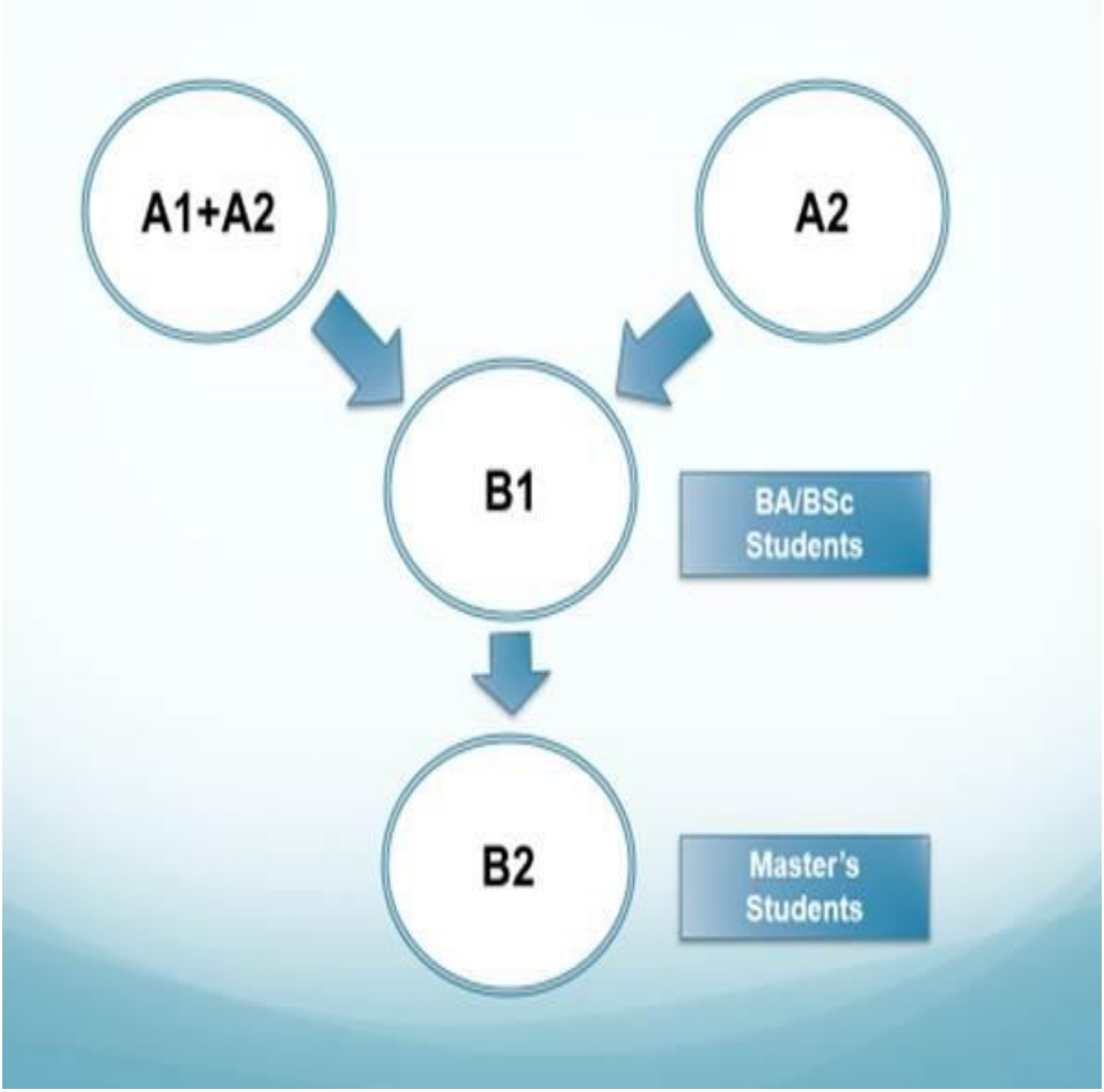
10.0 OVERVIEW OF EPS PROGRAM

10.1 English Language Proficiency Levels

The medium of instruction at ARUCAD is English language. English Preparatory School offers intensive English language courses which aim to equip newly admitted ARUCAD students with CEFR B1/CEFR B2 English language proficiency levels to enable them to successfully pursue their academic studies at their chosen Faculties. To this end, EPS offers a high quality English language program which is well aligned to the Common European Framework of Reference for Languages (CEFR). A great importance is attached to support ARUCAD students in developing effective oral and written communication skills through an integrated skill curriculum, which fosters active and independent learning. All the educational processes and materials including English language proficiency levels, curriculum, syllabus, assessment and course materials are closely aligned with the CEFR and Pearson's Global Scale of English since both of these international foreign language teaching frameworks are deemed as reliable, accurate and well-recognized standards which promote high quality, and effective English language teaching and learning.

The intensive English language course at the English Preparatory School is designed to help students to achieve a CEFR B1 level of proficiency in the English language for undergraduate students and CEFR B2 level English language proficiency for graduate students. Accordingly, EPS offers four levels of intensive English language instruction, Prep A1, Prep A2, Prep B1, and Prep B2, correlated with the Common European Framework of Reference for Languages (CEFR).

Newly admitted ARUCAD students can start their English language learning journey at Prep A1 level and finish at either Prep B1 or Prep B2 level. Each level, except for Prep A1+Prep A2 courses, can be completed in one semester. It is possible to complete a combination of Prep A1 and Prep A2 courses in one semester but this is not possible for other levels. It should be noted that, many factors such as students' motivation, attendance and participation to courses, their reasons or purpose for learning the English language and the amount of time spent on individual study have impacts on students' English language learning and achievements. Furthermore, the total number of hours different learners need to develop English language proficiency at different levels greatly depends on a range of other factors such as student's age and motivation, background, amount of prior study and the extent of exposure to the language outside the classroom. Learning a language is like climbing a mountain: the ascent gets harder the higher you climb: It does not take the same time to reach each level.


A1+A2
A2
B1
BA/BSc Students
B2
Master's Students

CEFR Learning outcomes for each English language proficiency level:

B2 Level

- Can understand the main ideas of complex texts on both concrete and abstract topics, including technical suggestions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1 Level

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on familiar topics or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

A2 Level

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e. g very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas in areas of immediate need.

A1 Level

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

For the current academic calendar, please see https://arucad.edu.tr/en/undergraduate-academic-calendar/.

10.2 Assessment and Evaluation at the English Preparatory School

Assessment and evaluation practices are an integral part of the teaching and learning processes at EPS. Assessment methods and techniques implemented at EPS primarily aim to support students' learning (assessment for learning) as well as measuring students' learning (assessment of learning). For example, EPS students are assessed by a number of ongoing assignments (formative assessment) such as midterms, essay writing, presentations, projects etc. over the course of the semester to help them further improve their English language learning whereas a number of summative exams such as final exams and English proficiency exam are given at the end of students' studies, which evaluate whether the students have developed required English language proficiency to commence their academic studies at the faculty. These two different types of assessment and evaluation methods and techniques, namely formative and summative assessment aim to provide EPS learners with equal opportunities to be successful in their English language learning journeys and obviously, academic studies.

Needless to say, we, at EPS, primarily aim to develop our students' ability to effectively communicate in speech and writing in English language academically, professionally and socially. To this end, we focus on teaching and assessing our students' learning in **four language skill areas, namely listening, reading, writing, and speaking equally**. More specifically, all our exams include listening, reading, writing and speaking components and each skill area is being equally weighted. With respect to types of exams, we assess our students by "**Portfolio assessment (30%)", "Mid-term Exam (30%)" and "Final Exam (40%)". Prep B1/B2 students who successfully complete their B1 studies are required to take an English Proficiency Test at the end of their Prep B1/B2 levels.**

With respect to portfolio assessment, it includes the students' assignments pursued throughout the semester. For example, essay writing, presentations, projects, students' attendance and participation to classes, online tasks and activities etc. Students sit mid-term exams after 7-8 weeks of instruction and final exams after 16 weeks of instruction. There are no classes on exam days. The durations of the written English language examinations are usually between 90 and 120 minutes. The place, time and format of the exams are announced in advance to the students in classes, on notice boards a well as on Microsoft Teams.

Please find below detailed information regarding the assessment processes, their content and weights in Tables 1, 2, 3, and 4 below. Please check EPS Student Handbook and Article 12 about EPS examinations and success in English Preparatory School Establishment, Operation and Working Principles By-law (hyperlinks are given)

Table 1: An overview of the EPS Formative and Summative Assessment–Prep A1 and Prep A2

Method	Format	Weightage
Mid-Term Exams	Overall the exam is divided into 5 components: listening, reading, language usage, writing and speaking.	30 %
Final Exams	Overall the exam is divided into 5 components: listening, reading, language usage, writing and speaking.	40 %
A1 Portfolio	The portfolio consists of attendance, participation and online self-study activities (10 %), projects (a video of a role-play, a film review, writing a composition) (15 %) and presentation (5 %) and self -reflection questions.	30 %
A2 Portfolio	The portfolio consists of attendance, participation and online self-study activities (10 %), projects (a video of interview, write a biography on a blog, writing a composition) (15 %) and presentation (5 %).	
Total		100 %

Table 2: An Overview for EPS Formative and Summative Assessment – Prep B1 & Prep B2

Method	Format	Weightage
Mid-Term Exams	Overall the exam is divided into 5 sections: listening, reading, language, writing and speaking.	30 %
Final Exams	Overall the exam is divided into 5 sections: listening, reading, language usage, writing and speaking.	40 %
Portfolio	The portfolio consists of attendance, participation and online self-study activities (10 %), writing an essay (5 %) and project-based presentations and presentation (15 %).	30 %
Total		100 %

All students at different English language proficiency levels are given a mid-term examination in seven or eight weeks' time following the commencement of their semester studies and a final examination after 16 weeks of instruction. In addition, students are required to submit the assignments included in the portfolio assessment section in consideration with the deadlines shown on the weekly schemes of work which can be found on Microsoft Teams. A student's end of semester final grade is the total of 30 % of the student's midterm exam grade, 40 % of the student's final exam grade and 30 % of the student's portfolio assessment grade.

Prep B1 and Prep B2 students are also given an English Proficiency Exam at the end of their Prep B1 and Prep B2 studies in order to be eligible to commence their academic studies at the faculty. The English Proficiency Exam is administered at the end of each semester and the beginning of the Fall semester. Students, who are unable to obtain a pass grade from this exam, will repeat their studies at EPS. **Prep B1 and Prep B2 final proficiency exam grade** is the **combination of 60 % of the total score they obtain from the English Proficiency Examination** and **40 % of their end of semester final grade** (**30 % of Portfolio assessment, 30 % of Midterm Examination, and 40% of Final Exam).**

10.3 Taking an Exam

Students attending any exams are required to bring a photo ID to the exam center. Students without a photo ID will not be allowed to take any exam. If students miss an exam due to a health problem, they may take a make-up exam provided that they submit a valid excuse by filling out a Make-Up Exam Application Form within three days. Students who miss a make-up exam cannot take another make-up exam. Students may review their exam papers after the exam, provided that they notify their teacher within two days of the exam date. After two days, they will not be allowed to view their exam papers.

Exam Rules:

- Students who are going to attend any of the examinations in EPS must bring their photo IDs to the exam center. Those who do not will not be accepted to the exam room.
- Since optical forms can be used in some exams, students should bring a pencil and eraser to the exam center. Asking for an eraser or a pencil from a friend in the classroom during the exam is not allowed.
- Students should check their names on the notice board in the EPS building or on the Proliz for their exam rooms and hours. For this reason, students should arrive to the exam center at least 30 minutes before an exam starts.
- During the exams, use of any electronic equipment (mobile phone, MP3 player, etc.) is not allowed and should be turned off during the exam. Any attempt to use such devices (e.g. mobile phone) for any reason can be perceived as an attempt at cheating. Bags, coats, and other personal belongings must be left in designated areas.
- Food and drinks are not allowed in the exam room, except for water.
- Students cannot leave the exam room for at least 30 minutes after the exam starts.
- Talking during an exam or asking questions is not allowed and can be perceived as an attempt at cheating.
- Students who arrive late (15 minutes) will not be admitted to the exam. However, they are allowed to enter the exam room after the listening section.
- Students must follow the invigilator's instructions at all times.

10.4 English Proficiency Exam

The EPS English Proficiency Exam, which Prep B1 and Prep B2 students are required to sit at the end of Prep B1 and B2, aims to assess whether students have developed the required English language proficiency to pursue their academic learning in their chosen faculty successfully. Only students who complete their Prep B1 and Prep B2 level studies are eligible to take the English Proficiency Examination. The date, place and time for the exam are announced on the Students' Notice Board and EPS website.

The exam consists of five equally weighted components. B1/B2 end-of-semester scores (40%) are combined with the result of the proficiency exam (60%) to achieve a total score out of 100.

English Proficiency Exam final grades (60% of the English Proficiency Exam and 40% of the Prep B1/B2 end-of-semester grade) required to progress to faculty are as follows:

- Minimum 60 points for undergraduate students
- Minimum 80 points for Master's/Ph.D. degree programme students

Table 3: An overview of the EPS English Proficiency Examination

English Proficiency Examination — CEFR B1/B2

The examination assesses students' ability to understand and use English in academic and everyday contexts. Texts, tasks and assessment criteria are selected according to the target proficiency level, with appropriate differences in complexity, linguistic range and expected performance between B1 and B2.

Assessment component	Marks	Assessment focus and task types
Oral Comprehension and Mediation	20	Listening tasks assess understanding of main ideas, relevant details and the organisation of spoken information. Integrated listening, note-taking and paragraph-writing tasks assess students' ability to identify, select and communicate key information from a spoken source accurately and coherently.
Reading Comprehension	20	Reading tasks assess understanding of main ideas, supporting details, text organisation and meaning in context. Texts and questions reflect the target level, including the interpretation of viewpoints and implied meaning where appropriate.
Written Production and Interaction	20	Extended writing tasks assess students' ability to organise and develop ideas coherently. Written interaction tasks require an appropriate response to a message or contribution, such as an email, blog post or letter of complaint. Assessment considers task fulfilment, organisation, linguistic range and accuracy, and appropriateness of register.
Oral Production and Interaction	20	Individual speaking and interactive tasks assess students' ability to describe experiences, explain ideas, express and justify opinions, and respond to others in social and academic contexts. Assessment considers linguistic range and accuracy, fluency, coherence, interaction and intelligibility.
Language Use in Context	20	Contextualised tasks assess students' understanding and use of vocabulary, grammatical structures and functional language to communicate meaning appropriately in everyday and academic situations.
Total	100	





10.5 TEACHING RESOURCES

Textbooks to be used throughout the academic year are determined according to the levels of the students. After the payment to the student accounts office each student can collect a set of textbooks from the Director's office.

Please see Appendix A for the list of EPS textbooks. All other materials and worksheets will be uploaded on the Teams to the related folder. The students may also use the following links to do revision and extra practice before their exams.

Additional Resources for Students

These general ESOL websites offer many types of activities (grammar, listening, pronunciation, vocabulary, reading, etc.)for language learners of all levels.

***Activities for ESL Students*:** Thousands of quizzes, exercises and puzzles for English language learners of all levels. Provided by the *Internet TESL Journal*. **http://a4esl.org**

***ManyThings.org*:** Find quizzes, word games, word puzzles, proverbs, slang expressions, vocabulary study, pronunciation practice, listening practice and many other activities for learners of all levels. Checkthe *Daily Page* for links to new activities each day. **http://www.manythings.org**

***BBC Learning English*:** Activities using videos, music, news vocabulary and more. Listening, pronunciation, grammar, and vocabulary practice.Includes a special section for Business English.
Note: This is a British English site.
http://www.bbc.co.uk/worldservice/learningenglish

***eng Vid* :** Free English video lessons on many topics, including grammar, pronunciation, vocabulary, writing, business English, and more. Some lessons include quizzes.
http://www.engvid.com

Social Networking

***Cambly*:** Cambly is an online English teaching and learning platform that connects language learners with native English speaking tutors. They've been around for a long time and are one of the most well-known and well-respected names in the ESL industry. https://www.cambly.com/english?lang=en

Italki: italki is an online language learning platform which connects language learners and teachers through video chat. The site allows students to find online teachers for 1-on-1 tutoring. https://www.italki.com/

Dictionaries

***Merriam-Webster Learner's Dictionary*:** An online American English dictionary for English language learners. Find definitions and example sentences and hear the correct pronunciation of a word. Try some of the vocabulary and pronunciation exercises. **http://www.learnersdictionary.com**

***The Internet Picture Dictionary*:** Look up a word or browse by category (animals, colors, kitchen, etc.) in this basic picture dictionary. Use the activities list to play spelling games and review words. **http://www.pdictionary.com**

***Cambridge Dictionaries Online*:** Search the *Learner's, Advanced Learner's*, *American English*, *Idioms*, and *Phrasal Verbs Dictionaries* from Cambridge University Press. The *Advanced Learner's Dictionary* includes audio pronunciations in American and British English. **http://dictionary.cambridge.org**

***Longman Dictionary of Contemporary English Online*:** Find definitions and sample sentences. Follow the word of the day and browse word familiesto increase your vocabulary.

http://www.ldoceonline.com

***eflnet*:** Interactive grammar exercises coveringbeginner to advanced levels.
www.eflnet.com

***Englishpage.com*:** Free grammar lessons and Pronunciation Practice

***Perfect Pronunciation Exercises*:** Practice sounds,syllable stress, and sentence intonation with the exercises on the *Merriam-Webster Learner's Dictionary* website.
http://www.learnersdictionary.com/pronex/pronex.htm

Reading

***ESL Reading*:** Simplified ghost stories, "strange" news stories, and other reading materials with exercises, written in British English. Most stories are intermediate to upper-intermediate level.

www.eslreading.org

***Literacy Net Story Archives*:** Read news stories adapted for new readers and English language learners. There are stories and reading and vocabulary exercises on many topics, but no new stories have been added since 2005.
http://literacynet.org/cnnsf/archives.html

Vocabulary

Free Rice: This addictive site tests your vocabulary knowledge. They also donate free rice to third-world countries!
https://freerice.com/categories/english-vocabulary

Vocabulary.com: This bumper website has lots of uses, from a dictionary and countless vocabulary questions. https://www.vocabulary.com

interactive exercises. Lots of practice with verbtenses and prepositions. **http://www.englishpage.com**

***The Online Writing Lab (OWL) at Purdue University*:** Click on General Writing to find generalinformation on the writing process and academic writing samples. See the OWL Exercises for practice with grammar, punctuation, and sentence structure.
http://owl.english.purdue.edu/owl

***Eslbee.com*:** This advanced composition site for non-native speakers of English offers model essays, practice organizing ideas, and grammar exercises.
http://www.eslbee.com

Listening Practice

***Randall's ESL Cyber Listening Lab*:** Listening practice and quizzes for all levels of English languagelearners. Listen to everyday conversations or practicelistening for academic purposes / TOEFL with lectures and interviews.
http://www.esl-lab.com

***Real English*:** Short video lessons using interviews with real people filmed on the streets of New York, Miami Beach, and Seattle. There are lessons for English learners at different levels. Exercises let yourecord your voice and compare your English to the native speakers in the videos or to the teacher.
http://www.real-english.com

***ESL Bits*:** Listen to audiobooks, news stories, short stories, songs and radio dramas. Choose between faster or slower listening speeds and read along withthe texts of the stories and songs. For intermediate and advanced learners.
http://esl-bits.net

Fluentu: FluentU is a language-learning platform that uses real-world videos and interactive subtitles to create an immersive learning experience.
... FluentU offers videos in nine different languages and is available for iOS, Android, and on the web.
https://www.fluentu.com/schools/

10.6 Attendance

• 70% attendance is obligatory at the English Preparatory School.

• The instructors record attendance every class hour, and those who do not attend are marked absent for the hour they are not present in class. The instructor enters the attendance records on Proliz Automation system on a regular basis.

• Every student is responsible for monitoring his/her own attendance record and cross-checking them with the official records posted on Proliz. Failing to follow the e-mail account and/or claiming not to receive messages is not an excuse and the responsibility belongs entirely to the student.

Some important points about attendance:

• Applications for permission for absence for sports and social activities approved by the University should be made with the required documents at the Student Admissions Office.

• Students may attend debates, conferences, meetings and other activities on campus during class hours within their unexcused absence limit.

• Those who exceed the absenteeism limits (NG Status) are not entitled to take exams

• Those who exceed the absenteeism limit do not have the right to take the English Proficiency Exam at the end of the semester.

10.7 School and Classroom Rules

• Students should always bring their course materials (course books, pen, etc.) to their class;

• Students should attend their classes on time; latecomers will be marked as absent.

• Students should complete their homework and in-class activities on time;

• Students are not allowed to use mobile phones, read newspapers or any other material, eat snacks, etc., in the classroom;

• Students should maintain respectful relationships with their classmates and teachers.

• Students must follow the teacher's instructions at all times.

• Students should not damage school building and furniture.

10.8 Teacher Office Hours

At the EPS, every classroom is instructed by minimum three teachers. One of the teachers is assigned as the class teacher. A class teacher is responsible for supporting their students outside the teaching hours as well. Students are expected to get an appointment to see their teachers during the office hours. All of the class teachers provide individual support to their students during their office hours. They offer all types of support and counselling to their students.

10.9 Feedback and Support

Teachers are responsible for providing their learners with feedback regarding the results of all types of exam in relation to their students' strengths and areas to improve. Teachers closely follow students' progress and provide support when needed and they keep a record of the support given to students and their progress. Thus, the teachers can shape their lessons according to the feedback they get from their students' assessment processes. The students' **'portfolio work' provides ongoing feedback about students' English language learning**. Students regularly get feedback on their portfolio work about how they should improve themselves and at the end of the courses they have a portfolio which is totally composed of their own work. The aim is to give the students full responsibility of their own work. The following document is used to record each student's progress.

10.10 INDIVIDUAL TRACKING

This system is used to monitor students' progress throughout the academic year. It includes student information, levels, and results from midterm and final exams, as well as performance in different language skills and overall use of English.

To make progress easy to understand, a colour-coding system is used:

- **Green** indicates strong performance
- **Blue** indicates satisfactory progress
- **Red** highlights areas that need improvement

This helps both teachers and students clearly see strengths and areas to focus on.
Based on these results, tutorial support is provided when needed. Tutorials may be organised in small groups or individually and focus on specific skills such as speaking, writing, listening, or grammar.
This approach ensures that students receive continuous support, regular feedback, and opportunities to improve throughout their learning process.

Number	Student Number	Student Name	Level	Speaking Production		Reading Reception		Written Production		Listening Reception		USE OF ENGLISH	
				Midterm	Final	Midterm	Final	Midterm	Final	Midterm	Final	Midterm	Final
1	250303017	x	A1.2	16.5	17.5	12	16	14.5	13.12	15	14	13.5	13.5
2	250303021	x	A1.2	15.6	18	6	10	14	16.25	19	14	16	10.5
3	250303025	x	A1.2	12.8	15.6	10	8	6.26	12.5	14	10	11.5	6.5
4	250303026	x	A1.2	8.1	15.6	8	6		0.42	14	4	8	10.5
5	250304013	x	A1.2	13.4	16.7	14	10	7.5	18.75	14	18	16.5	16

11.0 EDUCATION AND TRAINING HOURS

11.1 Total hours of English Language Teaching and Learning

The number of hours needed to achieve different English proficiency levels as proposed by ALTE and the total English language teaching and learning hours allocated at EPS at each level are indicated below:

Table 1: Total hours of English language teaching and learning

	The number of total guided teaching hours required to attain a CEFR proficiency level according to The Association of Language Testers of Europe (ALTE)	**The number of total guided teaching hours allocated in each course level at EPS if a student starts from CEFR A1 level.**
CEFR A1	Approximately 90-100 hours	140 hours
CEFR A2	Approximately 180-200 hours	280 hours
CEFR B1	Approximately 350-400 hours	560 hours
CEFR B2	Approximately 500-600 hours	840 hours

Classes typically accommodate 35–40 students. Modern educational technology is integrated into English language courses to support learning and encourage learner autonomy. EPS English language programmes offer at least 24 lessons per week at each proficiency level, except PREP A2, which offers 22 lessons per week. Each lesson lasts 50 minutes.

Students must attend at least 70% of their English classes. Students who do not meet this requirement are not eligible to take the final examination or the English Proficiency Examination and must repeat their English language course.

EPS English language learners will achieve the learning outcomes presented in the ‘Course Content & Learning Outcomes’ tab at the end of their English language studies at different proficiency levels.

English language courses are conducted face-to-face. If necessary, online courses are delivered using Microsoft Teams. The Microsoft Teams Students’ Guideline can be accessed on the school website.

12.0 GENERAL EXAMINATIONS

12.1 Exemption Criteria and ARUCAD’s English Language Placement Examination (ELPE)

ARUCAD is a Creative Arts tertiary institution where the medium of instruction is English. Newly admitted students must have adequate proficiency to pursue studies at faculty level successfully. The required proficiency for undergraduate studies is CEFR B1, and CEFR B2 for master’s and Ph.D. students.

The new ARUCAD students who are unable to confirm their English language proficiency levels with an internationally accepted English language certificate as indicated in the exemption criteria must take ARUCAD's English Language Placement Examination (ELPE) after registration. ELPE identifies students' English language proficiency levels and places them into appropriate courses. Students achieving the required pass grades from ELPE or holding a valid qualifying certificate are exempted from the EPS English language programme and may proceed directly to their faculty. Other students are placed in the appropriate course according to their exam results.

Table 1: ARUCAD's English Preparatory School Exemption Criteria

Amendments: Senate No. 2023/10 and 2024/6; dates: 30/11/2023 and 26/09/2024.

Name of the Test	Minimum Grades Required for Undergraduate Studies — B1 CEFR	Minimum Grades Required for MA/MSc Studies — B2 CEFR	Validity of the Exam Results	SOFL101/INGL101 Exception Condition*	SOFL102/INGL102 Exception Condition*
ELPE (ARUCAD's English Language Placement Examination)	60/100	80/100	N/A	75–87	88–100
KPDS / ÜDS / YDS / YÖKDİL (Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavı, Üniversitelerarası Kurul Yabancı Dil Sınavı, Yabancı Dil Bilgisi Seviye Tespit Sınavı / Yükseköğretim Kurumları Yabancı Dil Sınavı)	50	70	5 Years	70–89	90–100
IELTS (International English Language Testing System)	Minimum 5.0	Minimum 6.00	2 Years	5.5–6.0	6.5–7.0
TOEFL iBT (Internet-based Test of English as a Foreign Language)	Minimum 60	Minimum 70	2 Years	72–94	Minimum 95
TOEFL CBT (Computer-based Test of English as a Foreign Language)	Minimum 170	Minimum 197	2 Years	173–233	Minimum 234

Name of the Test	Minimum Grades Required for Undergraduate Studies — B1 CEFR	Minimum Grades Required for MA/MSc Studies — B2 CEFR	Validity of the Exam Results	SOFL101/INGL101 Exception Condition*	SOFL102/INGL102 Exception Condition*
TOEFL PBT (Paper-based Test of English as a Foreign Language)	Minimum 497	Minimum 530	2 Years	533–587	Minimum 588
English Language GCE/IGCSE (General Certificate of Education / International General Certificate of Secondary Education)	Minimum C	Minimum B	Indefinite validity	B	A/A*
FCE (First Certificate in English)	Minimum C	Minimum B	Indefinite validity	B	A
CPE/CAE (Certificate of Proficiency in English / Certificate of Proficiency in English)	Minimum C	Minimum B	Indefinite validity	B	A
SAT (The SAT Reasoning Test)	Reading & Writing: Minimum 420	Reading and Writing: Minimum 440	5 Years	500–600	>600
PTE (Pearson Test of English)	Minimum 45	Minimum 71	2 Years	51–58	Minimum 59
English Language WAEC — WASSCE (West African Examinations Council); WAEC	Minimum C6	Minimum C5	2 Years	B3	B2 and A1

Name of the Test	Minimum Grades Required for Undergraduate Studies — B1 CEFR	Minimum Grades Required for MA/MSc Studies — B2 CEFR	Validity of the Exam Results	SOFL101/INGL101 Exception Condition*	SOFL102/INGL102 Exception Condition*
NECO (National Examination Council of Nigeria) — NECOSSCE; SSCE	Minimum C6	Minimum C5	2 Years	B3	B2 and A1
ZIMSEC (Zimbabwe School Examinations Council)	Minimum C6	Minimum C5	2 Years	B	A
City and Guilds International English Exam	Minimum B1 First Class Pass	Minimum B2 Pass	2 Years	N/A	N/A
NSC (National Senior Certificate — South Africa)	Minimum 50% or 4	Minimum 60% or 5	2 Years	Minimum 70%–79% or 6	Minimum 80%–100% or 7
KNEC (Kenya National Examination Council)	Minimum C	Minimum C+	2 Years	Minimum 60%–80% or B	Minimum 80%–100% or A
NECTA (CSEE) (The National Examination Council of Tanzania)	Minimum C	Minimum B	2 Years	N/A	N/A
ECZ (Examination Council of Zambia)	Minimum 6	Minimum 5	2 Years	Minimum 3	Minimum 2

Refer to https://arucad.edu.tr/wp-content/uploads/2024/12/2.-ENGLISH-PREPARATORY-SCHOOL.pdf for more information and exemptions.

12.2 Rules and Regulations for exemption from ARUCAD's English Language Placement Examination

The newly admitted ARUCAD students are requested to take the following rules and regulations into consideration with regards to ARUCAD's English Language Placement Examination (ELPE) and the exemption from the English Preparatory School English language program: (English Preparatory School Establishment, Operation and Working Principles By-law, article 11, items 4-10)

(4) The main aim of ARUCAD's ELPE is to identify newly admitted ARUCAD students' English language proficiency levels and place them into the appropriate proficiency levels at the English Preparatory School.

(5) ARUCAD's English Language Placement Examination is administered twice every academic year. New students who registered to ARUCAD are eligible to take the English Language Placement Examination at the beginning of the Fall and Spring Semesters. Needless to say, each student can take the test **only once.**

(6) Students who are able to achieve the required pass grades from ARUCAD's English Placement Exam as well as students with a valid English language certificate (see Table 1) are exempted from the English Preparatory School's program and they are directly admitted to the Faculty.

(7) ARUCAD's new students who are able to provide proof of successful completion of their English Preparatory School English language education at another university with a valid document (B1 for undergraduate studies and B2 for master's/Ph. D studies) will be exempted from the English Preparatory School studies.

(8) MA and Graduate Students are subject to provisions in Article 3 of "ARUCAD Rules and Regulations for Graduate Studies" concerning the English language requirements and exemption from the English Preparatory School English language program.

(9) It should be noted that ARUCAD's new students with a valid English language certificate, and students who have achieved a pass grade from the English Language Placement Exam, are still eligible to study at the English Preparatory School English language program with their consent to further improve their English language proficiency. Those students are placed in Prep B1 or Prep B2 English language courses.

(10) English Preparatory School students are placed in Prep A1, Prep A2 (basic user) and Prep B1, and Prep B2 (independent user) level courses in accordance with the grades they achieve from English Preparatory School, English Language Placement Test as indicated in Table 2. Normally the duration of each of English language proficiency level is one academic semester except for A1+A2 which can be completed in one semester and every semester, if necessary, all of these English language proficiency levels are available for education. A student has to follow the program which is determined in line with his/her performance on the written and/or oral English Language Placement Examination.

Table 2: English Language Placement Exam Results and Students' Classification

Prep A1/A2 Level	Prep A2	B1(Bachelor Degree Students)	B2 (MA/Ph. D students)	Faculty
0-20	21-40	41-59	60-79	60+ (BA Students) 80+ (MA/Ph. D students)

13.0 EXTRA CURRICULAR ACTIVITIES

13.1 Student Affairs Unit

There is a Student Affairs Unit (SAU) that is intensively occupied with students' social, cultural and intellectual needs. The unit aims to assist students to improve their intellectuality in language learning with the provided enjoyable activities. SAU is also responsible for new students' orientation activities, and induction of new students to the school.

13.2 Clubs

Social activities, clubs, events, societies and excursions at our university provide our students with various value-added benefits and invaluable gains. These benefits and gains are as follows:

- To be included in a multicultural environment and to benefit from diversity.
- Developing interpersonal and intercultural relations.
- Developing leadership skills and adapting to the team by taking part in organizations.
- Discovering and learning about the local culture.
- Representing and promoting their own country and culture.
- Making new friends and having a rich and full university experience.
- Learning to see the place they belong to through different eyes.
- Learning to evaluate social relations in the context of culture, space and society.

In addition to the academic identities of the universities, the social activities offered to the students and the opportunities to participate in these activities are also very important. To this end, our University has 5 student clubs. In these clubs, students with similar interests and abilities can come together, have a social sharing together, and at the same time produce with the same enthusiasm in an environment where they meet with a common goal.

Student clubs, which play an important role in ARUCAD's social life, grow, become stronger and more productive every year with the participation of students. Our students can take part in any club they wish, contribute to activities with different responsibilities, and also start new clubs with their friends with whom they have common ideas and shared interests. Therefore, all ARUCAD students are strongly encouraged to actively participate in our extracurricular, social activities.

Our currently available student clubs at ARUCAD are as follows;

- Blender Modelling & Design Club
- Bouldering Club
- Cinema Club
- Comic Book and Anime Club
- Drama Club
- Cinema Club
- Dance Club
- Fashion Club
- Graffiti Club
- Music Club
- Nature Sports Club
- New Media Club
- Quality Club
- Photography Club



***For detailed information about clubs and societies, sports@arucad.edu.tr / 1006**

13.3 Equal Opportunities

The University is dedicated to provide all of its students with equal opportunities in all respects. This means that all the staff and students at the EPS should be respected and treated as an equal, regardless of race, religion, country of origin, sexuality, gender, social background or disability. All the students and staff are asked to respect this ethos.

13.4 Courtesy and Politeness

It is important that everyone treats each other with courtesy and respect at all times. Students exhibiting aggressive or threatening behavior or having raised voices or shouting in classrooms, offices or on campus will not be tolerated. Our members of staff are here to help, but they can only do their best. Whilst we are aware of the frustrations that can arise when things are not as expected or wanted, we will provide full support to our teachers and administrative staff and take appropriate action if discourteous behavior does occur.

13.5 Health or Personal Problems

If you experience health or personal problems, you may contact your class teacher or the EPS Director. They will treat all information confidentially and provide advice, if necessary, about other support services available at the university.

13.6 ARUCAD Psychological Counseling And Guidance Centre (PDRM)

ARUCAD Psychological Counseling and Advising Center was established with the main aims of helping students get to know themselves better, solve their problems, solve their emotional, social, academic or career/job choice problems, make realistic and effective decisions, adapt to university life and thus use their full potential. The unit provides individual and group counseling services to all students studying at the University. It provides support services for newly arrived students on issues such as difficulties in getting used to and adapting to country-city-university life, ensuring personal discipline and how they can be successful in courses, as well as providing guidance on how to cope with personal and interpersonal problems that are frequently encountered by students. The second aim of The Psychological Counseling and Advising Center is to ensure that students do not feel alone due to the problems they experience. The unit contributes to the personal development of students by organizing short-term courses, seminars, conferences and training programs that they will optionally attend during their university education cycle. Interviews at the Center are on a voluntary basis and confidentiality and work with an appointment system. You can visit

the PDRM office, call +90 (392) 650 65 55-1125, or email pdr@arucad.edu.tr.

14.0 ARUCAD STUDENT GUIDE FOR DISCRIMINATION, BULLYING AND HARASSMENT

ARUCAD is committed to a safe and secure environment for all its staff and students which is free from discrimination, bullying and harassment. This is secured by ARUCAD Anti-discrimination, Equality and Inclusion Policy. It is a violation of this policy for a student to be discriminated, harassed, or bullied by other individuals within ARUCAD community.

14.1 What is discrimination?

Discrimination occurs when one person is treated less favorably than another in the same or similar circumstances because of a specific attribute, such as sex, color, religious belief, race, marital status, ethnic or national origin, family status, ethical belief, sexual orientation, political opinion, age, employment status, or disability, which is specifically listed in Human Rights legislation.

14.2 What is bullying?

Bullying is defined as repeated, unwanted behavior, a pattern of behavior rather than random incidents of meanness or hurtful behavior or any pattern of irrational behavior directed at an individual or a group of people that causes bodily or psychological harm. Cyberbullying is one example.

Cyberbullying is when someone uses internet communication to bully, harass, or terrify someone else, usually by sending frightening, embarrassing, or threatening communications.

14.3 What is harassment?

Harassment can basically be defined as serious, unwanted behavior, such as threats or physical actions or any unwelcome or inappropriate behavior that is unpleasant, degrading, or intimidating to another person that is either repeated or of such a kind that it has a negative impact on the individual, their performance, or their work and study environment. Sexual, ethnic, and gender-based harassment are all included.

Harassment based on gender stereotypes, sexual orientation, or gender identity is known as gender based harassment. Verbal, physical, visual, or digital activities that degrade, denigrate, or threaten another person are examples of this type of behavior. It is frequently about making someone feel unwelcome, uncomfortable, inferior, or vulnerable; it does not always imply sexual interest or intent.

Racial harassment is defined as the use of verbal, visual material, or physical behavior to show anger toward, or to bring into conflict with, another person because of their race.

14.4 What to do if you think discrimination, harassment or bullying happens to you?

If we do not know about your experience, we cannot make sure that behavior stops and is not repeated. Please try to deal with the problem in one or more of the following methods:

A) Talk to the person engaging into the behavior if you feel comfortable to do so.

Let the person know that his/her actions are making you uncomfortable or offensive, and that you would like them to stop. That is, if self-resolution feels safe and you can tell the person or write the person you are unhappy with her behavior. In certain circumstances, the individual is unaware that their actions are inappropriate or offensive. However, not everyone is comfortable having these types of conversations, so don't stress if you don't want to.

B) Contact ARUCAD University Health and Counselling Service

Contact ARUCAD Health and Counselling Service via simge.kocar@arucad.edu.tr and receive guidance and coaching on how to deal with the individual engaging in the unwanted behavior. The staff at the counselling service will support as they are well-informed about these issues and as a result guiding you about how to proceed.

C) Write a complaint letter and an Incident Report

File a complaint with an incident report and submit it to ARUCAD Rectorate.

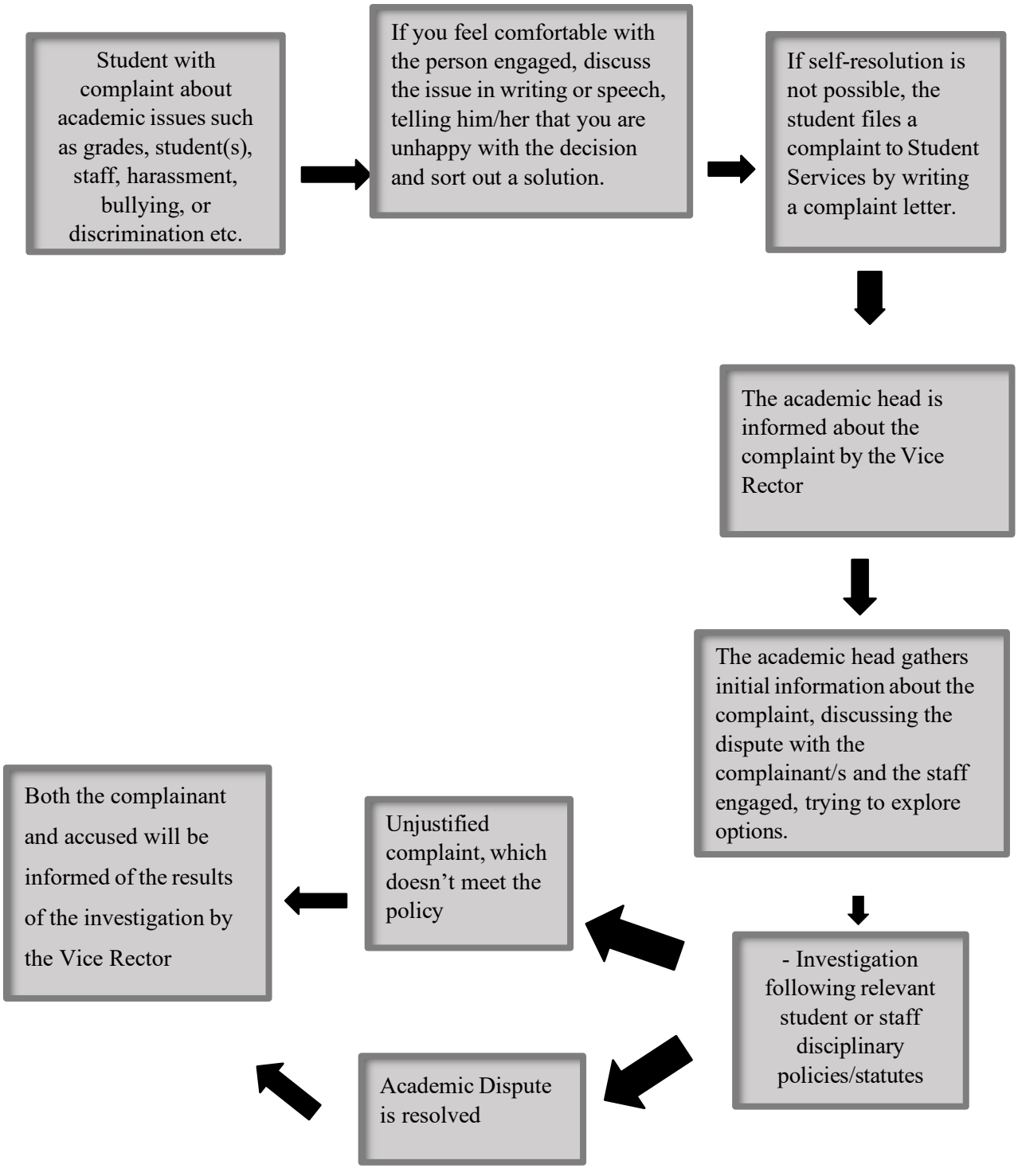
Resources

https://arucad.edu.tr/en/contact-us/

15.0 ARUCAD English Preparatory School Students' Complaint Procedures

In case you experience any unexpected danger or threat to safety, please inform ARUCAD Security Service on 03926506555 extensions: 1088 and/or call police on 155.

Please select the process which is the most appropriate for you as shown on the flow chart.


Student with complaint about academic issues such as grades, student(s), staff, harassment, bullying, or discrimination etc.
If you feel comfortable with the person engaged, discuss the issue in writing or speech, telling him/her that you are unhappy with the decision and sort out a solution.
If self-resolution is not possible, the student files a complaint to Student Services by writing a complaint letter.
The academic head is informed about the complaint by the Vice Rector
The academic head gathers initial information about the complaint, discussing the dispute with the complainant/s and the staff engaged, trying to explore options.
- Investigation following relevant student or staff disciplinary policies/statutes
Unjustified complaint, which doesn't meet the policy
Both the complainant and accused will be informed of the results of the investigation by the Vice Rector
Academic Dispute is resolved

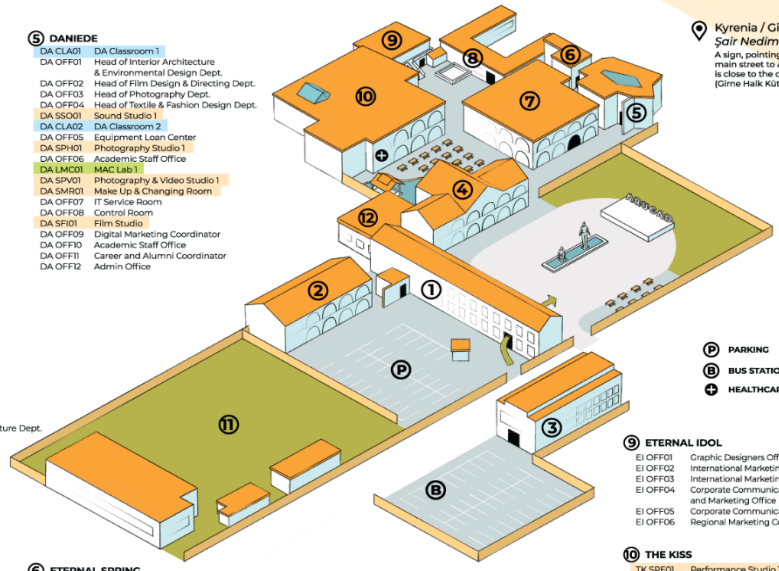
Appendices

Appendix A: 2025-2026 EPS Textbooks (by Pearson Publishing Company)

A1	• **Speakout 3rd Edition A1 Students' Books and eBoook with Online Practice** • **Speakout 3rd Edition A2 Students' Books and eBoook with Online Practice** • **NorthStar 1 Fourth Edition Listening & Speaking** • **NorthStar 1 Fourth Edition Reading & Writing**
A2	• **Speakout 3rd Edition A2 Students' Books and eBoook with Online Practice** • **NorthStar 1 Fourth Edition Listening & Speaking** • **NorthStar 1 Fourth Edition Reading & Writing**
B1	• **Speakout 3rd Edition B 1 Students' Books and eBoook with Online Practice** • **NorthStar 3 Fourth Edition Listening & Speaking** • **NorthStar 3 Fourth Edition Reading & Writing**
B2	• **Speakout 3rd Edition Students' Books and eBoook with Online Practice (B2)** • **Speakout 3rd Edition Workbook (Intermediate)** • **Contemporary Topics Level 1 Student's Book** • **English for Academic Purpose (EAP Pack)**

Arkin University of Creative Arts and Design

CAMPUS MAP



Kyrenia / Girne
Şair Nedim Street No:11
A sign, pointing from the main street to ARUCAD, is close to the city library (Girne Halk Kütüphanesi)

P PARKING
B BUS STATION
+ HEALTHCARE

① RODIN

RO OFF01	Rectorate
RO OFF02	Craft Created by ARUCAD
RO OFF03	Dean, Faculty of Music and Performing Arts
RO LPC01	RO PC Lab 1
RO LPC02	RO PC Lab 2
RO PRO01	Prayers Room
RO SPA01	Painting Studio 1
RO OFF04	Vice Rector (International & Social Affairs)
RO OFF05	Vice Rector (Academic Affairs)
RO OFF06	Senate Meeting Room
RO OFF07	Dean, Faculty of Communication
RO OFF08	Vice Rector (Research and Development), Dean, Faculty of Design
RO OFF09	Dean, Faculty of Arts

② FALLING MAN

FM LMC01	FM MAC Lab 1
FM SPR01	Printmaking Studio 1
FM OFF01	Head of Visual Communication Design Dept.
FM OFF02	Head of Industrial Design Dept.
FM OFF03	Head of Ceramics Dept.
FM OFF04	Head of New Media and Communication Dept.
FM LPC01	FM PC Lab 1
FM CLA01	FM Classroom 1

③ TITAN

TI OFF01	Registrar Office
TI OFF02	Administration and Registration Office
TI OFF03	IT System Room
TI OFF04	Staff Rest Room
TI OFF05	Storage Room
TI OFF06	Head of Urban Design and Landscape Architecture Dept.
TI OFF07	Academic Staff Office
TI LMC01	TI MAC Lab 1
TI OFF08	General Secretary
TI OFF09	Secretary
TI OFF10	IT Office
TI OFF11	Head of Architecture Dept.
TI OFF12	Administrative Coordinator
TI OFF13	Head of Digital Game Design Dept.
TI OFF14	Head of Plastic Arts Department Dept.
TI OFF15	Head of Archeology, Head of Acting Dept.
TI OFF16	Head of Sound Arts & Design Dept.
TI OFF17	Human Resources Office
TI OFF18	Academic Staff Office
TI OFF19	Accounting Office
TI OFF20	Academic Staff Office

④ EVE

EV LPC01	EV PC Lab 1
EV CLA01	EV Classroom 1
EV LPC02	EV PC Lab 2
EV CLA02	EV Classroom 2
EV OFF01	Academic Staff Office
EV OFF02	Academic Staff Office
EV OFF03	Academic Staff Office
EV OFF04	Director of English Preparatory School
EV CLA03	EV Classroom 3

⑤ DANIEDE

DA CLA01	DA Classroom 1
DA OFF01	Head of Interior Architecture & Environmental Design Dept.
DA OFF02	Head of Film Design & Directing Dept.
DA OFF03	Head of Photography Dept.
DA OFF04	Head of Textile & Fashion Design Dept.
DA SSO01	Sound Studio 1
DA CLA02	DA Classroom 2
DA OFF05	Equipment Loan Center
DA SPH01	Photography Studio 1
DA OFF06	Academic Staff Office
DA LMC01	MAC Lab 1
DA SPV01	Photography & Video Studio 1
DA SMR01	Make Up & Changing Room
DA OFF07	IT Service Room
DA OFF08	Control Room
DA SFI01	Film Studio
DA OFF09	Digital Marketing Coordinator
DA OFF10	Academic Staff Office
DA OFF11	Career and Alumni Coordinator
DA OFF12	Admin Office

⑥ ETERNAL SPRING

ES SDP01	Digital Print Making 1
ES OFF01	Facilities Coordinator
ES OFF02	Academic Staff Office
ES OFF03	Academic Staff Office
ES OFF04	Academic Staff Office
ES OFF05	Academic Staff Office

⑦ MEDITATION

ME OFF01	Library
	Printers
ME LDI01	Digital Library
ME CON01	Conference Hall
	Book Coffee Inc.

⑧ MINOTAUR

MI OFF01	Security
MI OFF02	Psychological Counselling & Advising Center
MI OFF03	Campus Coordinator
MI ARC01	Archive 1
MI SIN01	MI Interdisciplinary Studio 1
MI ARC02	Archive 2
MI OFF04	Art & Culture Affairs Office
MI SIN02	MI Interdisciplinary Studio 2
MI ARC03	Archive 3
MI OFF05	Purchase & Inventory Office

⑨ ETERNAL IDOL

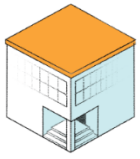
EI OFF01	Graphic Designers Office
EI OFF02	International Marketing Office
EI OFF03	International Marketing Coordinator
EI OFF04	Corporate Communication and Marketing Office
EI OFF05	Corporate Communication Coordinator
EI OFF06	Regional Marketing Coordinator

⑩ THE KISS

TK SPE01	Performance Studio 1
TK SCA01	ARUCAD Gallery
TK CLA01	TK Classroom 1
TK SIN01	TK Interdisciplinary Studio 1
TK CLA02	TK Classroom 2
TK CLA03	TK Classroom 3
TK SAR01	TK Art Studio 1
TK CLA04	TK Classroom 4
TK CLA05	TK Classroom 5
TK OFF01	Health Centre

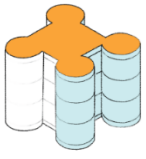
⑪ THE GARDEN

⑫ CARPENTRY STUDIO



⑬ IRIS (ATELIER BUILDING)

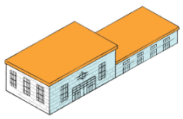
IR OFF01	Academic Staff Office
IR SCE01	Ceramic Studio 1
IR LCE01	Ceramic Labs 1
IR SSC01	Kiln Studio 1
IR OFF02	Academic Staff Office
IR SGL01	Glass Blowing Studio 1
IR SGL02	Cold Working Studio 1
IR SGL03	Kiln Casting & Fusing Studio 1
IR OFF03	IT Service Room
IR SDE01	IR Design Studio 1
IR SGL04	Flame Working Studio
IR SDE02	IR Design Studio 2
IR SDE03	IR Design Studio 3
IR STE01	Textile Design Studio 1
	Printer
IR ARC01	Archive



⑭ AGE OF BRONZE

AB SSC01	Sculpture Studio 1
AB SIN01	AB Interdisciplinary Studio 1
AB SIN02	AB Interdisciplinary Studio 2
AB STE01	Textile Design Studio 1
AB SAR01	AB Art Studio 1
AB SAR02	AB Art Studio 2
AB SIN03	AB Interdisciplinary Studio 3
AB SIN04	AB Interdisciplinary Studio 4

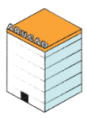
Kyrenia / Girne
İskenderun Street and *Semih Sancar Street* intersection



⑮ NICOSIA BANDABULIYA CAMPUS

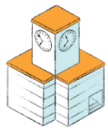
	Blackbox Stage
	Bandabuliya Cafe
	Common Space
BA SSO 01	Sound Studio 1
BA SIN 01	Interdisciplinary Studio 1
BA SIN 02	Interdisciplinary Studio 2
BA SIN 03	Interdisciplinary Studio 3
BA SPE 01	Performance Studio 1
BA SPE 02	Performance Studio 2
BA SPE 03	Performance Studio 3
BA SPE 04	Performance Studio 4
	Academic Staff Offices

Nicosia / Lefkoşa
Uray Street No:14



⑯ ARUCAD DORMITORY

Kyrenia / Girne
Şht. Nahit Hasan Street No:3



⑰ THE ARKIN RODIN GALLERY

Kyrenia/Girne
İskenderun Street and *Semih Sancar Street* intersection

⑱ ART SPACE

Nicosia / Lefkoşa
İskenderun Street and *Semih Sancar Street* intersection

⑲ ART ROOMS

Kyrenia/Girne
İskenderun Street and Semih Sancar Street intersection

Transportation services at our university provide regular and free shuttle rides departing from the **Main Campus** to **Bandabuliya Campus** (Lefkoşa/Nicosia), **Workshop Buildings** (Iris and Age of Bronze), **Alsancak** and **Çatalköy**.

Service hours are rearranged at the beginning of each academic term, taking into account class hours and social activities.
arucad.edu.tr/en/transportation/

Pedestrian Priority
The ARUCAD campus is a car-free environment. All internal circulation is organized with pedestrian priority, ensuring a safe and accessible campus experience.

Pedestrian Access / Accessibility
The campus is located in the city centre, allowing easy access to nearby museums, cultural sites, and social spaces on foot. This central location supports both sustainable mobility and close interaction with the cultural fabric of the city.