



Doc. 300.2.1

Date: Date

External Evaluation Report (Institutional)

- **Higher Education Institution:**
Institute of Professional Studies at UCLan Cyprus
- **Town:** Pyla, Larnaca
- **Institution Status:** Currently Operating



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the premises of the Institute of Professional Studies (IPS) at UCLan Cyprus on the 19th of December 2025. Prior to the visit we were supplied documentation for the External Evaluation process, outlining, among others, the Institute's academic profile and orientation, quality assurance policies and procedures, administration channels, teaching practices, and resources and infrastructure.

Throughout the day, the EEC had the opportunity to meet with all relevant parties, starting with the Director of the Institute, and the members of the Internal Evaluation Committee. The EEC also met with the coordinators of all programmes of study offered by IPS and with members of the faculty teaching staff of various disciplines who assisted in the presentation of the academic aspects of the Institute.

The EEC emphasizes that the person-to-person meetings were crucial to collect critical information that helped to develop a concrete picture about the College. Given the often-abstract nature of the preparatory documents, the meetings helped adding real life examples and specifications about procedures and organizational approaches.

Presentations throughout the various sessions summarized key elements of IPS and the programmes of study and expanded on some core areas. Documentation was thorough and very helpful in enabling us to understand the IPS' academic profile and structure, its management and the wider operational context.

Furthermore, the EEC talked to a group of students and alumni, external stakeholders and members of the administrative personnel related to marketing, IT support, academic affairs, student welfare and library facilities.

The EEC was also given a tour around the Institute's premises. More specifically, we were toured to the teaching areas, computer labs, the library and student recreational rooms. Again, this was helpful in allowing us to better assess the infrastructure of the IPS (and of the University of Central Lancashire, Cyprus) and its offerings to the student population.

Every effort was made to assist the EEC during the on-site visit, and all parties were very accommodating in adapting to the EEC's requirements.

The EEC is of the impression that the submitted material conforms to the CYQAA's stated assessment requirements, contains the desired documentation and information, and acknowledges all the efforts that have gone into producing and presenting the material.



B. External Evaluation Committee (EEC)

Name	Position	University
Alexander Wright	Professor	University of Bath, UK
Demetrios Kousenidis	Professor	Aristotle University, Greece
Giuseppe Di Fatta	Professor	Free University of Bozen-Bolzano, Italy
Michalis Trypiniotis	Building Infrastructure Expert member	A.F. Modinos & S.A. Vrahimis Chartered Architects & Engineers, Cyprus
Kleanthis Pissarides	Student Welfare member	University of Cyprus
Georgia Mouzoura	Student member	University of Cyprus



C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities		Yes
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	No
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	No

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

General:

IPS operates within the facilities of UCLan University in Pyla. The buildings were purpose-built in 2012 to meet the operational needs of the university. It is worth noting that the buildings were originally designed according to Eurocodes Design Standards, which remain the current building design standards. Therefore, the buildings comply with the latest regulations regarding planning requirements, seismic resistance, and durability. No visible structural, mechanical, or electrical issues have been identified, and the buildings are well-maintained and in excellent condition.

Although IPS operates within a small fraction of the facilities, all facilities were submitted for accreditation and thoroughly inspected, including the theatre, auditoriums, lecture rooms, library, cafeteria, and other amenities. The buildings hold both planning permission and a building permit and the institutions are currently in the process of obtaining final approval from the local authorities.

The buildings are equipped with two lifts serving all floors and are fully accessible for people with disabilities.

Both UCLan and IPS hold an operating license from the local authority as an educational institution.

Ample parking is available for IPS students directly adjacent to the premises, with numerous designated disability parking spaces that connect via ramp access to the building entrance.

IPS's application to CYQAA was submitted in 2019, and consequently, all the supporting documents and certificates are dated 2019. On the accreditation date of 19/12/2025 though, updated documents were presented:

- Operational license with an expiry date of 31/12/2025 (renewed annually)
- Fire brigade inspection certificate issued on 16/12/2025 following a comprehensive inspection of all facilities
- Certificate for Adequate Electrical and Mechanical Installations issued by the Electromechanical Department on 20/03/2025 (currently valid)
- Gas certificate for gas storage and equipment with an expiry date of 27/06/2028
- Lift certificates inspected on 20/06/2025 with an expiry date in 2027
- Renewed inspection forms including Visual Inspection Form E.O.E. 102, Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.S.E.K. 103, and Inspection Certificate Form 104, all with 2025 inspections. and reviews. It worth mentioning that the building is divided into 7 parts all of them connected with construction/expansions joints. IPS provided the forms 102,103 and 104 individually for all seven parts individually.

IPS is required to upload all the above documents digitally to CYQAA for record-keeping purposes.

Additionally, during the accreditation visit on 19/12/2025, IPS mentioned that laboratory facilities used for the automotive and welding programs are located outside the main building. No documentation was presented for this separate facility. The laboratory building is situated in a nearby area, approximately 400 meters away, and was inspected during the visit. The laboratories are in fair condition, with various fire safety measures observed, including:

- Smoke detectors
- Fire blankets
- Up-to-date serviced fire extinguishers
- Emergency exit features:
- Clear and visible fire exit signs throughout all areas



- Fire exit doors leading to safe, open spaces

IPS must provide all necessary documentation and certificates for this laboratory building, including:

- Fire Safety Certificate issued by the Fire Department
- Certificate for Adequate Electrical and Mechanical Installations issued by the Electromechanical Department

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory
Justify the answers provided for the building facilities by specifying (if any) the deficiencies.		
Click to add text		

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

Special access for students with disabilities:

The learning platforms used by IPS UCLan Cyprus (e.g. Google classroom) are fully accessible to students with disabilities, offering tools for easy access to students with vision and hearing impairments (e.g. screen readers, captioning and transcript options for video/audio material, adjustable display settings for text enlargement). Furthermore, all areas of the campus are physically accessible to students with disabilities (e.g. through the use of ramps).

IPS has policies in place to support the academic needs of students with disabilities and health conditions, ensuring equal access to educational resources and services. Students with disabilities have access to reasonable adjustments (e.g. extra time during exams or taking an exam in a separate room under private invigilation).

The needs of students with disabilities are assessed and catered for both at the start and throughout their studies. Students have access to certified Educational Psychologists

who can assess, consult and support them. Furthermore, faculty members can get support from the Educational Psychologists on how to best handle students with specific disabilities.

2. Recreation areas:

The UCLan Cyprus Campus, which serves students of both UCLan Cyprus and the IPS, offers cafeterias, restaurants, gym and other sport facilities which are fully accessible by IPS students.

3. Policy and statutes for academic student support:

Students receive ongoing counselling and academic support from the:

- Course Leader,
- Head of Academic Affairs,
- Academic Committee,
- Student Counsellor.

Furthermore, there are Regular Faculty Hours, applicable for all academic staff, during which they are available to meet with students. The small number of students enables faculty accessibility, ensuring that the students can seek academic support in a timely and effective manner.

The Institute also provides an Orientation Day for new students, where new students are informed of all the available services they can enjoy during their studies, as well as all the resources available to them to both support and enhance their learning experience.

4. Policy and statutes for financial student support:

IPS offers financial assistance under pre-set, specific criteria regulated by relevant policies. These criteria cover academic merit, financial/social standing and participation in sports teams, and are equally available to all students. Furthermore, students have access to scholarships offered by companies operating in the industries relevant to the Institute's degrees.

Students who face financial difficulties during their studies are assisted by IPS on a case-by-case basis, in an effort to enable them to meet their financial obligations (e.g. they are offered favourable tuition repayment schemes).

5. Counselling services:

Counselling is provided by both faculty members (e.g. course leaders) and by the Student Counsellor. When deemed necessary, students are referred to UCLan's Psychology Centre, where they gain access to specialists (e.g. psychologists) free of charge.

6. Career office:

The Student Support Service serves this role. In doing so, students have access to the following:

- Professional career tests, enabling them to gain insights into potential career paths.
- Individual support for discussing employability and career options.
- Employability Days, which is an event organized every few months, during which students and alumni can meet prospective employers.
- Seminars and Workshops aimed at enhancing the students' employability skills.
- Career Support & Monitor Program, through which the CV of all graduates is prepared and sent to industry contacts/potential employers. Through this Programme, all Institute's alumni are also informed of any job openings and career opportunities.

7. Service linking the institution with business

The Institute maintains tight links to local industry, enabling students to gain access to potential employers both during their studies (e.g. internships and student placements) and after graduation.

8. Mobility office:

The Institute does not currently implement students exchange programs, as all modules are taught in Greek, most of the students work during their studies and the programmes offered are short (1 or 2 years).

9. Student clubs/organisations/associations:

Students at the Institute can participate in all clubs offered by UCLan Cyprus. This provides them with a variety of active clubs and teams, which greatly assist their student experience and offers them opportunities for networking, relaxing and extending their interpersonal skills.

UCLan Cyprus also runs annual events promoting student innovation and networking (such as the Cultural & Diversity Week) which are available to the Institute's students.

10. Other services:

Students have access to online library resources, including online books and journals which can be accessed both at premises and remotely. Students have also access to IT equipment, including laptops, desktops, printers, etc.



3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

Click to add text



D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- *The report may also address other issues which the EEC finds relevant.*

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	5
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

It was reported at the meeting that the minutes of the Board of the Institute includes all aspects of future planning for the College, and some information relevant to this was included within the documentation provided to the EEC. However, we could not identify distinct planning documents which resulted from, and presented, the planning which the College undertakes.

We suggest that as the student population grows the College should consider appropriate mechanisms by which the planning processes might more formally include the student voice.

We noted that there isn't currently a complete digital information management system in place which records the full student journey through the College.

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC suggests that the website might usefully highlight aspects of the College's strengths more prominently. This might include the College's extremely high graduate employability rates and aspects of the programmes, such as the potential for students with no previous welding experience to enter the programme in welding.

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	5
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	4

1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC noted that although information is provided for students from abroad, this is not a core, or numerically significant target market for the College.

- Expected number of Cypriot and international students: 58
- All students are from Cyprus or Greece.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

IPS has a clearly defined academic profile and orientation, aligned with its mission to provide practice-led, vocationally focused higher education that responds directly to labour market and societal needs.

The Institution's mission and strategic objectives are formally adopted, publicly available, and consistently reflected in programme design, delivery, and development. Strategic planning is undertaken by the Board of the Institute together with senior staff.

The College is well positioned for its planned growth, in student numbers and in the number of programmes it offers. Plans are already well advanced for the implementation of a new programme in electrical engineering (anticipated 2026-27) and plans have begun for a new programme for heating & cooling technicians in 2027-28. Planning is already in place for potential expansion of the College's physical resources commensurate with this increase in student population.

The academic orientation of the Institution is strongly connected with society and the local economy, in key sectors such as agriculture, automotive mechanics, and welding. The programmes of study are designed following continuous consultation with industry stakeholders and professional partners, ensuring relevance, employability, and immediate applicability of acquired skills. The EEC confirmed that the Institution demonstrates a high degree of responsiveness to market needs, supported by regular engagement with employers and sector representatives.

Development processes are appropriate to the size and mission of the Institution. Academic staff are actively involved in strategic discussions, programme review, and enhancement processes.

The Institution benefits from its close integration with UCLan Cyprus.

Overall, the academic profile and orientation of IPS are coherent, focused, and well implemented.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- A clear and well-articulated mission focused on vocational, practice-led and practice-informed education.
- Strong alignment between institutional strategy, academic profile, and programmes of study.
- Close and effective connection with society and the local labour market.
- High relevance of programmes to regional and national economic needs.
- Involvement of industry stakeholders in programme development and review.
- High graduate employability and strong recognition of qualifications by employers.
- Strategic advantage derived from the close relationship and integration with UCLan Cyprus, which provides additional academic resilience, infrastructure, and long-term sustainability.
- Aspects of the programmes in Agriculture and Welding are unique within Cyprus, offering a distinctive strength to these programmes.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC suggests it may be helpful to prepare medium and long-term plans for the College. We understand that this information exists within the meeting minutes of the Board of the Institute, but we suggest that for clarity and transparency separate planning documents would be of benefit.

The academic profile and orientation of the Institution are compliant and well established. As an enhancement measure, the EEC encourages the College to further formalise the use of quantitative data (e.g. graduate tracking, labour market indicators, progression statistics) to support strategic decision-making and long-term academic planning. We suggest that, as the student population increases, there is likely to be benefit in adopting a digital student information management system which covers all aspects of students' academic journeys through the College.

Please select what is appropriate for each of the following sub-areas:

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
2.1.4.1	The teaching and learning	5
2.1.4.2	Research	3
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	5

2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

IPS offers three vocational programmes of study, but research does not constitute a priority function. Although, Research is not clearly defined in IPS' Quality Assurance Strategy, mission statement or strategy plan, this seems appropriate to the context of the College at the current stage of development.

2. Quality assurance

2.2 Ensuring quality for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5

2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	5
2.2.10.2	Library	5
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.10.4	Technological infrastructure	5
2.2.10.5	Support structures for students with special needs and learning difficulties	5
2.2.10.6	Academic Support	5
2.2.10.7	Student Welfare Services	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Referring to 2.2.9, the College would benefit from the adoption of digital student information management system, as mentioned above.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The association with the University of Central Lancashire fosters close ties to the British educational system and advances the progressive evolution of the College.

As all programmes of study are delivered in Greek, the Erasmus+ mobility programme is not yet utilised. Mobility through Erasmus+, whether for study or placement, gives students the opportunity to broaden their horizons and develop their skills. It was reported the College is exploring ways of improving student mobility using exchanges of shorter duration suited to the College's one and two-year programmes.

IPS offers three vocational programmes of study, but research does not constitute a priority function. In this context, it is not clearly defined in IPS's Quality Assurance Strategy, mission statement or strategy plan.



Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Clearly defined and well-documented quality assurance policy aligned with institutional strategy.
- Effective quality assurance structures with clear academic oversight and responsibility.
- Consistent application of regulations covering the full student life cycle.
- Positive contribution of external stakeholders to programme evaluation and enhancement.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The quality assurance system is fully compliant and functions effectively. As a recommendation for enhancement, the EEC encourages the Institution to further strengthen the systematic collection, analysis, and digital management of quality-related data, particularly in relation to student performance, progression, and graduate outcomes.

Additionally, while current quality assurance practices are appropriate and proportionate, the Institution may consider further formalising the documentation and reporting of quality assurance outcomes to enhance transparency and support long-term strategic planning. These measures would further consolidate the existing culture of quality and support sustainable institutional development.

Please select what is appropriate for each of the following sub-areas:

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
 3: Partially compliant
 4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	4
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	5
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	5
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

While faculty and administrative staff participate in the governance process to a satisfactory degree, student representation is limited, which allows for the potential to involve students more broadly in institutional governance.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The administrative structure of the Institute is appropriate, effective, and fully aligned with the Institution's mission, legal framework, and academic profile. Governance and administrative responsibilities are clearly defined and exercised through established bodies and committees, ensuring that academic matters are decided by academic staff while administrative and financial oversight is exercised in accordance with statutory requirements.

The close integration of IPS within the wider UCLan Cyprus administrative framework provides additional robustness, consistency, and institutional resilience.

Procedures for academic integrity, disciplinary matters, and the prevention of misconduct are clearly defined and consistently applied.

Overall, the administrative arrangements effectively support the Institution's strategic objectives and day-to-day operations.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Clear and well-defined administrative and governance structures in line with legislation.
- Effective separation of academic decision-making and administrative oversight.
- Strong integration with UCLan Cyprus administrative systems, enhancing efficiency and sustainability.
- Clearly established regulations addressing academic and administrative misconduct.
- Committed and experienced administrative staff providing responsive support to students and academic personnel.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.



The EEC suggests the College consider ways to more formally include student voice in its processes as the cohort size grows.

The administrative arrangements of the Institution are fully compliant and function effectively. As an enhancement measure, the EEC recommends further digitalisation and integration of administrative processes, particularly in relation to student records, admissions, progression tracking, and data management.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Overall, the programmes are designed particularly well to meet the specific needs of the sectors with a suitable practical-led approach.		
4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The small cohorts in the programmes allow an effective student-centred approach.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

IPS demonstrates a well-structured and effective approach to learning and teaching that is fully aligned with its mission as a practice-led higher education institution. The programmes of study are properly designed, carefully reviewed annually, and updated to reflect technological developments, labour market needs, and feedback from industry stakeholders. Teaching and learning are strongly oriented towards practical applications, with theory and practice effectively integrated across all programmes.

The organisation of teaching is particularly flexible and student-centred, accommodating the needs of working students through afternoon, evening, and weekend delivery, as well as part-time study options.

Admission criteria are clearly defined and meet the needs of applicants for this type of studies. Assessment methods are appropriate to the level and nature of the programmes and include continuous assessment, practical work, and examinations.

The teaching staff maintain close and regular communication with students, fostering a supportive learning environment. Student feedback is systematically collected through anonymous questionnaires and is used to inform improvements in programme content and delivery.

The EEC observed that the small class sizes and strong engagement between teaching staff and students contribute significantly to the quality of learning and teaching.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Strong alignment between programme design, labour market needs, and institutional mission.
- Highly practice-oriented pedagogy delivered by teaching staff with substantial professional experience.
- Effective integration of theory and practice, particularly in workshop-based learning.

- Flexible organisation of teaching that accommodates working students.
- Small class sizes enabling personalised support and close interaction between students and teaching staff.
- High levels of student satisfaction and strong graduate employability outcomes.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

While the learning and teaching provision is fully compliant and of high quality, the EEC identified one area for further enhancement.

Continued investment in updating specialised laboratory equipment and expanding practical facilities, where feasible, would further enhance the learning experience.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

It was reported to the EEC that there were no current Visiting Professors at the College, although a Visiting Professor from UCLan is due to arrive in 2026. The EEC are aware that given the nature of the College and its programmes a formal process for recruiting Visiting professors is not applicable in this case.

The application document reports 10 members of teaching staff with no indication of the ratio between full-time and part-time staff.

There are no visiting professor currently at the College.

The EEC were not provided with specific information concerning special teaching staff.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The College has a teaching staff profile that is appropriate for its mission and the nature of the programmes offered. The number, qualifications, and subject expertise of the teaching staff sufficiently support the delivery of all programmes of study. Teaching staff possess substantial professional experience relevant to the subjects they teach.

The EEC confirmed that the College makes effective use of part-time special teaching staff, who are professionals from industry in agriculture, automotive mechanics, and welding. This approach enhances the relevance and practical focus of the programmes while maintaining academic standards.

Teaching staff workloads are balanced and allow for effective teaching, student support, and engagement with professional practice. Communication between teaching staff and students is frequent and constructive, contributing to a supportive learning environment. The Institution applies clear evaluation and development procedures, ensuring the continuous enhancement of teaching quality.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Dedicated and capable teaching staff.
- Effective use of industry professionals as part-time special teaching staff, strengthening the practical orientation of programmes.
- Close interaction between teaching staff and students, facilitated by small class sizes.
- Teaching staff actively engaged with industry and professional communities, enhancing programme relevance.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The teaching staff arrangements are fully compliant and effective. As an enhancement measure, the EEC encourages the College to continue supporting the professional development of teaching staff, particularly in relation to emerging technologies, digital pedagogy, and innovative teaching methods relevant to vocational education.



Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	3
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	4
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	4
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	4

6.11	The programmes of study implement the Institution's recorded research policy.	4
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Considering the mission of the institution and its current size, limited research activities appear to be appropriate.

The EEC observed limited research activity, but felt this to be consistent with the College at the current stage of development.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

IPS demonstrates a research profile that is appropriate to its mission, scale, and vocational orientation. The Institution should consider a research approach that prioritises applied research, knowledge transfer, and collaboration with external partners, particularly in sectors aligned with its academic programmes, especially agriculture.

The EEC confirmed that IPS benefits significantly from its close integration with UCLan Cyprus, enabling participation in research initiatives, including EU-funded projects and collaborative research activities.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Participation in externally funded research projects, including EU-funded initiatives.
- Collaboration with UCLan Cyprus enhancing research capacity.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The research activities of the Institution are appropriate to its current mission. As an enhancement measure, the EEC encourages the Institution to consider a research approach that prioritises applied research, knowledge transfer, and collaboration with external partners, particularly in sectors aligned with its academic programmes.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	5
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Institution's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC did not have sight of external accounting audits, although it was reported that these are regularly undertaken.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The College has adequate and sustainable resources to support the effective delivery of its academic programmes and the fulfilment of its institutional mission. Financial resources are managed responsibly, in line with strategic priorities and statutory requirements. The College has demonstrated financial viability, operating in a stable and sustainable manner, with clear planning for future growth.

The EEC confirmed that IPS benefits substantially from its integration within UCLan Cyprus, which provides access to high-quality shared resources, including facilities, library services, information technology infrastructure, and administrative support.

Budgetary planning is aligned with institutional strategy and allows for ongoing investment in infrastructure, equipment, and academic development.

Overall, the allocation and management of resources effectively support teaching, learning, student support, and continuous improvement activities.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Support derived from integration with UCLan Cyprus resources and infrastructure.
- Effective use of resources to support high-quality teaching and student services.
- Planning for future expansion in line with anticipated growth and strategic objectives.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The resources of the College are compliant and appropriate to its mission and scale. As an enhancement measure, the EEC recommends further strengthening the systematic assessment of resource utilisation, particularly in relation to student growth projections and the introduction of new programmes of study. This planning may also include the phased replacement or renewal of existing equipment.

In addition, continued investment in digital systems and resource planning tools would further enhance efficiency, support data-driven decision-making, and ensure that resource allocation remains aligned with future institutional development.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

E. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

The External Evaluation Committee concludes that the Institute of Professional Studies (IPS) at UCLan Cyprus is a well-established and effectively functioning higher education institution, delivering high-quality, practice-led vocational education that is fully aligned with its mission and societal role.

Across all assessment areas, the College demonstrates full compliance with the applicable quality standards, with policies, procedures, and practices that are appropriate to its size, scope, and vocational orientation.

The EEC was particularly impressed by the strong alignment between the Institution's academic profile, labour market needs, and societal demands, as well as by the high level of graduate employability achieved by IPS programmes.

Teaching and learning are of high quality, supported by experienced teaching staff, excellent facilities, and a student-centred, flexible organisation that accommodates the needs of working learners.

The close integration with UCLan Cyprus constitutes a significant strategic advantage, enhancing academic resilience, infrastructure, and long-term sustainability.

Quality assurance mechanisms are effectively implemented and foster a culture of continuous improvement, while administrative and resource management structures support both current operations and future development.

Research and applied innovation activities, are proportionate to the Institution's mission and contribute meaningfully to societal engagement.

IPS must provide all necessary documentation and certificates for the separate laboratory building and the updated documents related to the main building.

The EEC encourages the College to continue its positive development trajectory by further strengthening digital systems, data management, and structured stakeholder engagement, in order to support future growth and enhance institutional effectiveness.

Overall, the EEC considers the College to be a strong, mission-driven institution that makes a valuable contribution to vocational higher education in Cyprus.

The EEC wishes to extend their gratitude to the College for all their work in preparation for the visit, for the hospitality offered to the EEC, and for the constructive engagement of all staff and students throughout the visit.



F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Alexander Wright	
Demetrios Kousenidis	
Giuseppe Di Fatta	
Michalis Trypiniotis	
Kleanthis Pissarides	
Georgia Mouzoura	

Date: 20/12/2025

