

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: *Date*

- **Higher Education Institution:**
Cyprus Forestry College
- **Town:** Prodromos / Limassol
- **Institution Status:** Currently Operating

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

On Monday 24th of October 2022, the External Evaluation Committee (EEC) met the principal of the Cyprus Forestry College Mr Andreas Mavrogiakoumos and the vice principal Mr Konstantinos Georgiades at the premises of the College in the village of Prodomos (district of Limassol). After a warm welcome by the people of the College, a meeting was held with the Head of the Institution and the members of the Internal Evaluation Committee (IEC) : Mr Antonis Chorattas, Dr Areti Christodoulou, Dr Nikolaos Eliades, Mr Herodotos Kakouri and Mr Kyriakos Athanasiou. The institute was presented by the Principal Mr Mavrogiakoumos. During the presentation, questions were asked by the EEC to the presenters and content as well as organization were discussed. Additionally, during the meeting with the Principal, the EEC member responsible for the infrastructure, inspected the building facilities with the local infrastructure experts. Following the presentations, an open and extensive discussion took place among the representatives of the Cyprus Forestry College and the EEC members.

The whole-day on-site visit was completed with a tour to the premises of the institution, including an inside and outside view of the facilities i.e. herbarium, library, classrooms/computer rooms, and conference room.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Frits MOHREN	Professor of Forest Ecology and Forest Management	Wageningen University and Research, Wageningen (NL)
Hubert HASENAUER	Professor of Forest Ecosystem Management	BOKU University of Natural Resources and Life Sciences, Vienna (AT)
Filippos ARAVANOPOULOS	Professor of Forest Genetics and Tree Breeding	Aristotle University, Thessaloniki (GR)
Michaela PIERI	Student	Techological University of Cyprus
Katerina EVANGELOU	Student welfare expert	University of Cyprus
Alexis VALIANDES	Civil engineer	A.F. Modinos & S.A. Vrahimis Chartered Architects & Engineers

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.	No
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	No	
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes / No *
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes / No *
	1.1.3.3	Inspection Certificate Form 104	Yes / No *
	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	

We have identified 5 separate buildings which according to the documentation and according to the College officials are used for the operations of the college. These are (1) the Main Building, (2) the Teaching and Leisure Building, (3) the Gym, (4) the Exhibition Building and (5) the Machine Room / Storage. We identified three more car park shade structures which seem to be used by the college personnel and students, although they are not included in the documentation submitted. These are cheap light structures with metal posts and purlins and are covered with zinc coated panels.

Regarding the answers here above please see following justification.

- 1.1.1.2- A general site plan has been submitted but without official stamp.
- 1.1.3.1- YES for Main Building, teaching and leisure building, gym, exhibition building
NO for machine room / storage and NO for covered parking spaces.
- 1.1.3.2- YES for Main Building, teaching and leisure building, gym, exhibition building,
NO for machine room / storage and NO for covered parking spaces.
- 1.1.3.3- YES for Main Building, teaching and leisure building, gym, exhibition building,
NO for machine room / storage and NO for covered parking spaces.
- 1.1.3.4 and 1.1.3.5 – No fire safety certificates and E&M installations certificates are available or included in the documentation. It is however noted that during the evaluation visit, a team of 3 specialists, architect, electrical engineer and mechanical engineer, were present at the premises preparing a study for renovation works that include the Main Building and the Teaching and Leisure building. Therefore, fire safety and E&M installations certificate status are as follows:
- Main Building – currently under study
 - Teaching and Leisure Building – currently under study
 - Gym – NO
 - Exhibition Building – NO
 - Machine room / storage – NO
 - Covered Parking – NO

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	Poor
1.2.7	Number of parking spaces designated for teaching staff	Poor
1.2.8	Number of parking spaces designated for people with disabilities	Poor

1.2.6 to 1.2.8 – There is plenty of space for parking spaces. However, the parking spaces should be properly marked on the drawings and on the physical ground. This is the only way to check their adequacy and their compliance with the regulations regarding geometric standards for parking spaces.

FINAL COMMENTS

1. The documentation package submitted is not complete. The package includes drawings for all buildings except for the covered parking spaces. Additionally, the drawings submitted, do not bear the stamp of any official authority. The evaluation committee does not have any indication whether these buildings are properly permitted or not.
2. There is no operating licence nor is there a Final Approval Certificate.
3. All buildings except for the Machine Room / Storage are load bearing walls constructed with hard masonry stone or lightweight timber structures and score well both for visual inspection and seismic resistance. As noted, the Machine Room / Storage, is possibly a concrete structure with brick infill walls and it does not pass the required inspections and therefore the College's engineers have not issued the proper certificates. Therefore, the

building is unsuitable as it is and it should be strengthened in order to score the required marks to pass the checks.

4. Also the covered parking spaces should be checked and be properly certified / strengthened by a civil engineer.
5. Since there are no valid permits available and therefore no operation licence, the evaluation committee is not certain that the college spaces are friendly to people with disabilities. It is noted however that, at least for the Main Building, the Teaching and Leisure Building and for the Exhibition Building, the college's assigned architect, mentioned here above, is currently preparing a study satisfying the above for the 3 buildings.
6. The College must seek to prepare Fire Safety and Electromechanical Installations Certificates for all the buildings as mentioned above.

FINAL GENERAL REMARK

If the building has never been properly permitted (which is not unusual for state owned buildings), it is suggested that it undergoes the permitting process (Town Planning and Building Permit and finally Final Approval Certificate). This process will inevitably include solutions for all the above-mentioned issues. Otherwise, all the above deficiencies, should be tackled through another ad-hoc procedure.

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)	Poor
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Poor
2.4	Policy and statutes for financial student support	N/A
2.5	Counselling services	Poor
2.6	Career office	N/A
2.7	Service linking the institution with business	N/A
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	N/A
2.10	Other services	N/A

1. Special access for students with disabilities (PWD)

As stated, due to the nature of the profession, the Department of Forests does not recruit Forest Officers with disabilities.

However, the Cyprus Forestry College (CFC) has to build or modify facilities so that they can be used by people with disabilities, which also includes the staff members.

2. Recreation Areas

Recreation areas include a canteen with a dining room, an indoor recreation room with table games and TV. Outdoor recreation areas include a basketball court as well as football pitch with natural turf. The Committee was impressed by the beautiful nature and picturesque surroundings.

3. Policy and statutes for academic student support

As stated, if Forest Officers trainees encounter an teaching related issue, they may report it to their instructor or to the Head of Administration or to the Principal of the College. However, the College must have a clear and consistent policy on the academic support of its trainees.

4. Policy and statutes for financial student support

Not Applicable. The trainees of CFC receive a salary.

5. Counselling services

At the present time the CFC does not offer any counselling services to their trainees.

6. Career office

Not Applicable. The trainees are already employed as Forest Officers.

7. Service linking the institution with business

Not Applicable. The trainees are already employed as Forest Officers.

8. Mobility office

The Forestry College was awarded the Erasmus Vet Mobility Charter for the period 2018-2020 but due to the suspension of the courses, the last application submitted for the current Erasmus+ programme was in 2018. As stated, the College is willing to continue its participation to Erasmus programmes for their staff and trainees. Currently, there is no operational mobility office.

9. Student clubs/organisations/associations

Not Applicable. The Forest Officers are members of Public Servants Unions and are represented by Sectoral Committees elected by the Forest Officers who are their members.

FINAL GENERAL REMARK

For the current level of operations, student welfare services is sufficient. If the College grows and accepts new students which are not only trainees, more administrative staff will be needed.

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	Unsatisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

In general, the infrastructure dates from some time ago, and needs upgrading and renovation. The library is small and not fully up-to-date, at present there is no designated person dealing with library duties. Professional journals appear to be missing, and internet access should be improved to facilitate access to online sources of information.

Technical and technological support is provided by the Department of Forests implying that there is good backup technological support for the College of Forestry which part of the Department of Forests

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

- *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)

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.	3
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.	2
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.	3
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.	3
<p>Mission statement and strategy are linked to and constrained by the mission and strategy of the Department of Forests. The institute is effectively a small outfit of the Department of Forests, without an independent mission statement and strategy, responsible for in-service training of new forest officers. The needs assessment for course content is informal and ad-hoc, and there is a strong dependence between the Forestry College and the Department of Forests, with the senior forestry officers in the Department both deciding on content of the in-service training as well as being partially responsible for the teaching itself. Hence the development strategy is closely linked to the actual situation within the Department of Forests.</p>		
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.	3
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	3

1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	N/A
1.2.4	The Institution has an effective communication mechanism with its graduates.	3

Needs assessment is indirect, through the Department of Forests. E.g. the Department of Forests responds to the need for firefighting because of (among others) societal interest in this, and the Forestry College ensures the skills in newly appointed forest officers to address this. Therefore the Forestry College is indirectly providing a mechanism to assess societal demands. Therefore, while the Forestry College exclusively serves the Department of Forests, the service to society is indirect, but highly relevant in as much as the Department of Forests is important for society.

Only general information on the Cyprus Forestry College is provided for the general public, linked to the website of the Department of Forests and to the website of the Cyprus Forestry College. The available information on both sites is limited.

Effectively an alumni network exists, since all graduates are employees of the Department of Forests; there is currently no dedicated communication mechanism, except for regular internal communication within the Department of Forests. Nevertheless, the College could develop a dedicated information service for new developments in their field, that would be available to the whole Department of Forests.

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.	3
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	3
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	3
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	N/A
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	N/A
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.	3

Specific information on growth budget is not available in the application, but this is linked to the future teaching activities that are being proposed. This budget is part of the budget of the Department of Forests, as the institution provides teaching activities for in-service training of Departmental employees only. Currently, the budget covers salaries (by appointment and in-kind from the Department of Forests) and basic maintenance costs.

Teaching staff is provided by the Department of Forests, based on their expertise, hence a mechanism for staff recruitment is in place. However, the professional development of the teaching staff is determined by their career development within the Department of Forests, not necessarily by their teaching tasks. As a consequence, the teaching is only to a limited extent innovative, if at all, because it is based on available expertise within the Department of Forests.

The funding processes are part of the Department of Forests operations, and within their public budget. Continuous improvement of the quality of the programme is not explicitly addressed.

The total number of students is defined by the new recruitment by the Department of Forests, and by the capacity of the facilities. The expected annual number may be in order of 10-15 trainees. Currently, all trainees are from the Department of Forests newly appointed staff members. Country of origin is predominantly Cyprus.

Findings

The goal and mission of the envisaged training programme follows the interest of the Department of Forests, focussing on practical training and application in Cyprus. The emphasis of the program is applied not academic..

Strengths

All participants are employed and it can be assumed that they are highly motivated
The need for such a course – enhancing the specific knowledge for training employees to electively manage Cypris forests is clear.

Areas of improvement and recommendations

The conditions or criteria for the selection of the teaches needs to be improved
The working time for teaching and preparing high quality courses needs to be in accordance of the other obligations

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	Partially Compliant

1.2 Connecting with society	Partially Compliant
1.3 Development processes	Non Compliant

2. Quality Assurance

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

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.	2
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	2
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	N/A
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	3
2.1.4.2	Research	N/A
2.1.4.3	The connection with society	3
2.1.4.4	Management and support services	3
2.1.5	The quality assurance system promotes a culture of quality.	2
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.	3
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.	N/A
2.1.8	Graduates receive documentation explaining the qualification gained.	4
<p>There is no explicit quality assurance system described in the proposal; this has yet to be developed and implemented. It should be noted that the institute is a small outfit, with a small number of employees, and quality assessment is not made explicit.</p>		

The type of training (in-service) is clear for the trainees, but is insufficiently documented in terms of quality assurance.

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.	1
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.	4
2.2.3	The quality control system refers to specific indicators and is effective.	3
2.2.4	The results from student assessments are used to improve the programmes of study.	3
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	2
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.	4
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	3
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.	2
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	2
2.2.10.2	Library	1
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	3
2.2.10.4	Technological infrastructure	3

2.2.10.5	Support structures for students with special needs and learning difficulties	1
2.2.10.6	Academic Support	N/A
2.2.10.7	Student Welfare Services	3

It is noted that the questions focus on academic teaching, whereas the institution deals with in-service training of employees of the Department of Forests; yet, the proposed training is not intended for academic level.

There are constraints in ensuring the quality of the program of study because of staff limitations (Department of Forests employees). The majority of the teaching staff is not involved in decision-making and in the monitoring of the implementation of the program of study. Student performance criteria are in place while ad hoc quality control of student performance is in place as well. A formal process or structure dealing with student grievances does not appear to be in place. The Forestry College informs trainees in an adequate manner and foresees acceptable procedures for learning. The learning resources are traditional and rather limited

Findings

There is no set quality assurance system

There are constraints in ensuring the quality of the program of study because of staff limitations

The teaching staff is not involved in decision-making and in the monitoring of the implementation of the program of study.

An ad hoc quality control of student performance is in place. The learning resources are traditional and rather limited.

Strengths

An ad hoc quality control of student performance is in place.

Areas of improvement and recommendations

Develop a comprehensive and explicit quality assurance system.

Improve the learning resources.

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	Non Compliant
2.2 Ensuring quality for the programmes of study	Partially Compliant

3. Administration (ESG 1.1)

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.	4
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.	3
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.	N/A
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	3
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.	N/A
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.	N/A
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.	N/A
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	3
3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4

Small institution with basic administrative structure, hence with limited opportunity to establish elaborate procedures in isolation. However, a basic administrative structure is present and is serving the mission of CFC. The management of the CFC is carried out by the administrative staff, while the majority of the teachers do not appear to have a role in it. There are some ad hoc procedures established the CFC regarding transparency in the decision-making processes and dealing with students/staff misconduct, but a detailed process or structure is not seen.

Findings

- Cyprus Forestry College is a small institution with basic administrative structure, which is serving the mission of Forestry College.
- The management of the Forestry is carried out by the administrative staff,
- There are some ad hoc procedures established at the Forestry College regarding transparency in the decision-making processes and dealing with student misconduct, but a detailed process or structure is not seen.

Strengths

The small size of CFC renders the basic administrative structure present, as suitable for carrying out the proposed programme.

Areas of improvement and recommendations

Establish formal procedures for ensuring transparency in the decision-making process.

Establish formal procedures for dealing with misconduct of students.

Please select what is appropriate for the following assessment area:

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

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

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.	1
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	3
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.	N/A
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	3
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).	3
<p>The institute is part of the Department of Forestry, and the leadership of the Department decides on the study programme. The main stakeholder is the Department of Forestry, including its employees, and hence has an important say in the activities of the Institution.</p>		
4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	N/A
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.	N/A
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.

4

Participants in the in-service trainings provided by the College are newly appointed employees of the Department of Forests, no additional requirements are involved

Facilities well suited -in principle- for small trainee groups

Good opportunities for individual feedback on assignments, and individual coaching

Findings

The reason for the program is clear – enhancing the knowledge of forest officers in managing the forests in Cyprus.

Strengths

The clear regional focus

All participants are employed and can see this as the starting point of their career

Areas of improvement and recommendations

An effective feed-back loop based on the student experiences and stake holder expectations has to be put in place

This will ensure that the specific forest management needs in Cyprus are met and the knowledge gaps are identified.

The program must address these gaps by the courses selected and this has to be improved if permits or a new demands are identified

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 programs of study	Partially Compliant
4.2 Organization of teaching	Partially Compliant

5. Teaching Staff (ESG 1.5)

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.	N/A
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.	3
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.	N/A
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
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.	N/A
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.	N/A
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A

It should be noted that this is an in-service training programme, with the teaching done parttime by forest officers from the Department of Forests, hence this is not an academic programme. The teaching staff has the overall qualifications for teaching this programme. The ratio of the number of students to the total number of the teaching staff is excellent.

There are no fulltime teachers, special teaching staff, or visiting professors, and no special scientists on lease services.

Findings

In-service training programme: teaching is carried out as an extra (part-time) activity of the (full-time) forest officers from the Department of Forests.

Teaching staff has the overall qualifications for teaching this programme.

There are no fulltime teachers, special teaching staff, or visiting professors, and no special scientists on lease services.

Strengths

The ratio of the number of students to the total number of the teaching staff is excellent.

Areas of improvement and recommendations

Formal procedure for teacher selection based on specific scientific background and experience within the Department of Forests.

Please select what is appropriate for the following assessment area:

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

6. Research

(ESG 1.1, 1.5, 1.6)

N/A

7. Resources (ESG 1.6)

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	3
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	N/A
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
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.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	N/A
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	3

The institute's budget is part of the budget of the Department of Forests and therefore is dependent on funding distribution by the Department of Forests. The Forestry College budget would need to include considerable investments to bring the facilities up to standards, but further information on this is not provided in the proposal. Essentially only salaries and modest running costs are indicated.

A realistic risk assessment is in place.

The focus of Cyprus Forestry College is not on academic and research development; hence understandably no budget is allocated to this.

It appears that justification and auditing of expenses will go through the Department of Forests, not through the institution itself (the Cyprus Forestry College).

Support facilities are currently being reviewed on a case-by-case basis, but this is not further elaborated in the proposal.

Findings

The institute's budget is part of the budget of the Department of Forests.

Considerable investments are required to bring the facilities up to standards,

A realistic risk assessment is in place.

It appears that justification and auditing of expenses will go through the Department of Forests.

Support facilities are currently being reviewed on a case-by-case basis.

Strengths

A realistic risk assessment is in place.

Areas of improvement and recommendations

Considerable investments are required to bring the facilities up to standards,

Please select what is appropriate for the following assessment area:

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

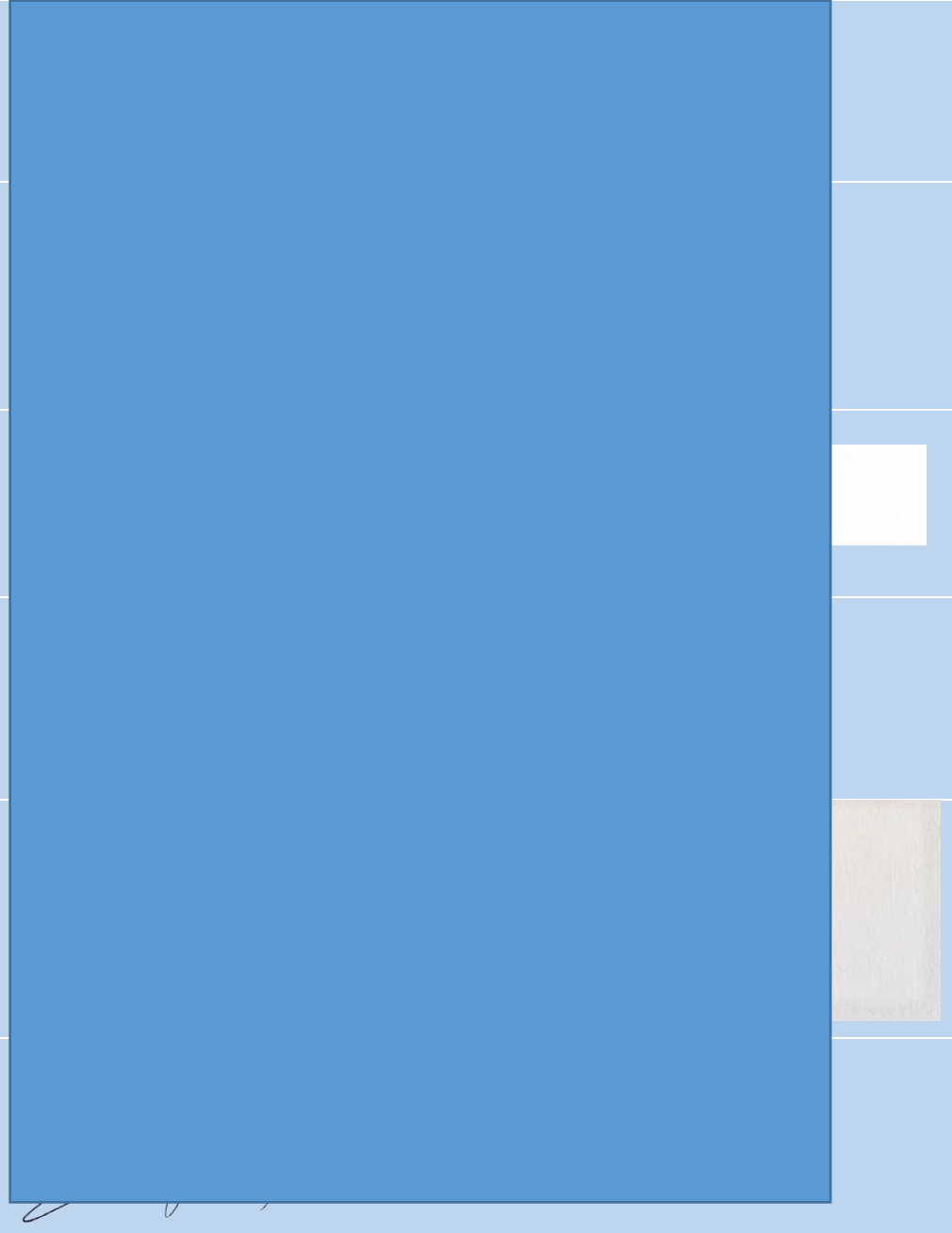
E. Conclusions and Final Remarks

The Cyprus Forestry College is not an academic institution. It is part of the Department of Forests in Cyprus, and its facilities have been used for in-service training of forest officers from the Department of Forests.

Present use of facilities is limited and there is need for renovation and upgrading to allow further use in teaching. The potential for the facilities is high (location, scale, teaching rooms), but investment is needed.

The dependence of the Cyprus Forestry College on the Department of Forests is a strength as well as a weakness. It may provide access to budget for renovation and upgrading of teaching facilities, but this depends on the strategic aims and decisions of the Department of Forests. It is suggested that Forestry College gets some independence in terms of budget and human resources responsibility within the hierarchy of the Department of Forestry to ensure a dynamic and ambitious development.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Frits MOHREN	
Hubert HASENAUER	
Filippos ARAVANOPOULOS	
Michaela PIERI	
Katerina EVANGELOU	
Alexis VALIANDES	

Date: 26th October 2022