ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Forest Engineering

Master's Degree Programme
Forestry Sciences

Provided by
Autonomous University of Nuevo Leon

Version: 25 September 2026

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Licenciatura en Ingeniería Forestal	Bachelor of Science in Forest Engineering	ASIIN	ASIIN, 28.09.2018-30.09.2025, prolonged until 30.09.2026	08
Maestría en Ciencias Forestales	Master of Science in Forestry Sciences	ASIIN	ASIIN, 28.09.2018-30.09.2025, prolonged until 30.09.2026	08
Date of the contract: 01.05.2026 **Submission of the final version of the self-assessment report:** 03.04.2026 **Date of the on-site visit:** 19.-21.05.2026 **at: Campus Faculty of Forestry Sciences, Linares**				
Expert panel: Prof. Dr. Florian Hartsch, Hildesheim/ Holzminden/ Göttingen University of Applied Sciences and Arts Dr. Joachim Schmerbeck, University of Freiburg Marco Granillo, Sierra - Gestión y Consultoría Ambiental Ennia Díaz Manzanera, student at Universidad Juárez del Estado de Durango				
Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used: European Standards and Guidelines as of May 15, 2015				

[1] ASIIN Seal for degree programmes
[2] TC: TC 08 – Agriculture, Forestry and Food Sciences

ASIIN General Criteria, as of December 28, 2023 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry and Food Sciences as of March 27, 2015	

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 25.09.2026.

Degree Programmes	ASIIN Seal	Validity
Ba Forest Engineering	Accredited with requirements	25.09.2026 - 16.10.2027
Ma Forestry Sciences	Accredited with requirements	25.09.2026 - 16.10.2027

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Forest Engineering	Ma Forestry Sciences
1 Degree programme: Concept, Content & Implementation		
1.1 Objectives and learning outcomes (intended qualification profile)	**Not fulfilled** Requirements A 1, A 2	**Not fulfilled** Requirements A 1, A 2
1.2 Title of the degree programme	Fulfilled	Fulfilled
1.3 Curriculum	Fulfilled	Fulfilled
1.4 Admission requirements	Fulfilled	Fulfilled
1.5 Workload and credits	**Not fulfilled** Requirement A 3	**Not fulfilled** Requirement A 3
1.6 Didactics and teaching methodology	Fulfilled	Fulfilled
2 Exams: System, Concept and Organisation		
2 Exams: System, Concept and Organisation	**Not fulfilled** Requirement A 6	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	Ba Forest Engineering	Ma Forestry Sciences
3 Resources		
3.1 Staff and staff development	Fulfilled	Fulfilled
3.2 Student support and student services	Fulfilled	Fulfilled
3.3 Funds and equipment	Fulfilled	Fulfilled
4 Transparency and Documentation		
4.1 Module descriptions	Fulfilled	Fulfilled
4.2 Diploma and Diploma Supplement	**Not fulfilled** Requirements A 4, A 5	**Not fulfilled** Requirements A 4, A 5
4.3 Relevant rules	**Not fulfilled** Requirement A 2	**Not fulfilled** Requirement A 2
5 Quality Management: Quality Assessment and Development		
5 Quality Management: Quality Assessment and Development	Fulfilled	Fulfilled

Requirements

For both programmes

A 1. (ASIIN 1.1) Distinguish the general competencies for both academic levels and formulate them briefly and concisely.

A 2. (ASIIN 1.1, 4.3) Harmonise the published programme information including the learning outcomes on all university and faculty websites.

A 3. (ASIIN 1.5) Transparently evaluate the student workload and assign the credits accordingly.

A 4. (ASIIN 4.2) Outline the thesis title in the final documentation.

A 5. (ASIIN 4.2) Ensure that all students are provided a Diploma Supplement which contains all the relevant information required by the ASIIN criteria.

For BFE

A 6. (ASIIN 2) Ensure that the programme includes a final thesis or project demonstrating the student's ability to independently undertake an academic task at an appropriate level.

Accreditation History

Ba Forest Engineering

ASIIN Seal	Validity
Initial accreditation with requirements	27.09.2013 - 16.10.2014
Full accreditation	27.09.2013 - 30.09.2018
Extension for the purpose of reaccreditation	01.10.2018 - 30.09.2019
First reaccreditation with requirements	28.09.2019 - 16.10.2020
Prolongation for fulfilment of requirements	20.09.2019 - 16.04.2021
Prolongation for fulfilment of requirements	20.09.2019 - 30.09.2025
Extension for the purpose of reaccreditation	01.10.2025 - 30.09.2026
Second reaccreditation with requirements	25.09.2026 - 16.10.2027

Ma Forestry Sciences

ASIIN Seal	Validity
Initial accreditation with requirements	27.09.2013 - 16.10.2014
Full accreditation	27.09.2013 - 30.09.2018
Extension for the purpose of reaccreditation	01.10.2018 - 30.09.2019
First reaccreditation with requirements	20.09.2019 - 16.10.2020
Prolongation for fulfilment of requirements	20.09.2019 - 16.04.2021
Prolongation for fulfilment of requirements	20.09.2019 - 30.09.2025
Extension for the purpose of reaccreditation	01.10.2025 - 30.09.2026
Second reaccreditation with requirements	25.09.2026 - 16.10.2027

C Characteristics of the Degree Programme

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor in Forest Engineering	B.Sc.	/	6	Full time	/	9 semesters	217 ECTS	Annual intake, since 1983
Master in Forestry Sciences	M.Sc.	/	7	Full time	/	4 semesters	80 ECTS	Semester-wise intake, since 1992

Contextualisation

Universidad Autónoma de Nuevo León (Autonomous University of the state of Nuevo León, UANL) was officially established in 1933 and is nowadays the largest educational institution in northern Mexico. It is considered the third most important university in the country. It is divided into 55 faculties/ schools which offer a total of 406 educational programmes and currently host more than 220,000 enrolled students. The university is spread over different campuses across 30 municipalities in the state of Nuevo León. The Faculty of Forestry Sciences has its own campus near the town of Linares in the south of the metropole city of Monterrey. It was founded in 1983 and currently offers two Bachelor's, two Master's and one PhD programme in the domains of forestry and natural resources management.

General assessment

Overall, the experts are satisfied with the quality of the programmes which produce qualified graduates mainly for forestry consulting and biodiversity conservation. Positive highlights include the highly qualified and engaged academic staff body, a strong network of alumni and stakeholders, as well as a great teaching, learning and solid research environment at the campus, the botanical garden, and the experimental forest. On the other hand, shortcomings are found with regard to multiple administrative, formal, and documentary aspects, the lack of a compulsory Bachelor's thesis for all students, as well as the curricular structure in terms of workload distribution. Further room for improvement is seen, among

[3] EQF = The European Qualifications Framework for lifelong learning

others, in an increase of student mobility, the integration of related modules into larger units combined with a reduction of the number of assessments of each module, as well as a more flexible distribution of the lecturers' workload across teaching, research, and supporting duties.

Programme profile

According to the programme's website, the Bachelor in Forest Engineering (BFE) programme has the following purpose:

"To educate forest engineers who design, implement, assess, as well as supervise sustainable forest production and conservation projects, taking into account the economic and cultural needs of the region where they will practice. They will participate as leaders in multidisciplinary teams and make proposals for better forest resource management. Our graduates will be autonomous and critical to stay positive in changing environments and have an ethical commitment to social problems."

For the Master in Forestry Sciences (MFS) programme, the website shows the following purpose:

"To offer a program that meets national and international quality standards, fostering the development of human resources capable of conducting scientific research and integrating holistic strategies into the sustainable management of forest resources. In this way, research topics will achieve a balance between the use and conservation of natural resources at all levels: regional, state, national, and international."

Both programmes are subject to international accreditation by ASIIN for the third time.

D Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Self-Assessment Report
- Objective-module matrices of both study programmes
- UANL academic model
- Visión UANL 2040 website: https://www.uanl.mx/pdivision2024-2040/
- Website of the study programmes:
    - BFE: https://www.uanl.mx/oferta/ingeniero-forestal/
    - MFS: https://posgrado.uanl.mx/ofertas_educativas/maestria-en-ciencias-forestales/
- Reports on student survey results for both study programmes
- Student handbooks of both study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

As outlined in the Self-Assessment Report, all educational structures at UANL are centred around the strategic development plan of the university "Visión UANL 2040" which positions UANL as a globally recognized, socially responsible, and inclusive university committed to high-quality education, knowledge generation, technology transfer, and sustainable development. The objectives of both programmes are defined within this strategic vision, and the learning outcomes are derived from that. Accordingly, the learning outcomes are divided into the domains of programme-specific learning outcomes and general competencies which include instrumental competencies, personal and social skills, as well as integrative competencies. Both the objectives and learning outcomes of the programmes under review are contained in the appendix.

According to the Self-Assessment Report, both programmes integrate interdisciplinary perspectives by combining knowledge and methods from forest engineering, environmental sciences, ecology, economics, and social sciences. This includes a solid grounding in forest sciences and engineering as core disciplinary skillset, complemented by methodological competences (e.g. data analysis, research design, technical applications), interdisciplinary competences (e.g. ecological, technical, and socio-economic perspectives), as well as transferable skills (e.g., communication, teamwork, ethical responsibility, and decision making). In that, the competence profiles place particular emphasis on:

- Sustainable forest management in semi-arid and temperate ecosystems
- Biodiversity conservation
- Socio-environmental interactions in the Mexican and, to a lesser extent, Latin American context

As outlined on the website of the BFE programme, the potential areas of graduate employment are government institutions involved in natural resource conservation, legislation, and management, non-governmental organizations (NGOs) focused on nature conservation, educational institutions, and private consulting firms. These employment areas are confirmed by the representatives of employers and professional associations as well as the alumni present during the audit interview. They also express their general satisfaction with the competence profile of the graduates, although they mention the domains of business and as well as knowledge regarding legislative and social aspects of forestry work with rural communities which is crucially important for forest conservation, as room for improvement. The experts note these mentioned shortcomings and generally support the argumments but see these aspects covered by the learning outcomes. Thus they attribute the mentioned shortcoming more to the curricular implementation (see chapter 1.3). The graduate profile of the MFS programme is added by the domain of research and university-level teaching, as well as the qualification for higher-ranked positions in the before-mentioned domains.

The experts are satisfied with the graduate profiles and the formulation of the programme-specific learning outcomes of both programmes and confirm that they adequately represent the international standard of forestry at the respectively targeted EQF levels. However, they note that the general competencies are basically the same for both programmes. While the experts acknowledge this as the framework of the UANL academic model, they point out that the same competences which should be achieved in a Bachelor's programme cannot be learning outcomes of a consecutive Master's programme (again). Therefore, they require UANL to adequately distinguish the general competences for the two academic levels. In that regard, these should also be formulated more briefly and concisely. Besides that, the experts find

inconsistencies in the display of the learning outcomes on the programmes' Spanish and English website of the Bachelor's programme as, e.g., 18 instead of 5 specific competences are listed in the English version. On the other hand, the learning outcomes are missing entirely on the website of the MFS programme. Because of these inconsistencies, the experts require the university for both programmes to harmonise the published information including the learning outcomes on all university websites and publications.

In terms of a regular review process, the student handbooks specify that, in line with the institutional quality assurance system of UANL, systematic curriculum reviews are conducted in a regular cycle of approximately five years. The history of different curricula shows the development over the past two decades. Basis for the reviews are different survey instruments and review meetings. The stylised results of the student surveys of both study programmes indicate strong alignment between intended learning outcomes, student expectations, and the labour market. The industry representatives present at the audit also confirm their good relations of the faculty and their regular use of surveys as a feedback channel for the industry. Overall, with the limitations mentioned above, they find both programmes up-to-date and oriented towards industry needs. Although there is apparently no structured feedback loop back to the external stakeholders regarding the implemented measures, they still affirm that good improvements of the graduate competences are notable over the past years. To improve the review processes, the faculty has planned to implement tracer studies and a further formalisation of feedback channels, a plan that is explicitly commended by the experts.

In summary, the experts confirm that the programmes offer graduate profiles that are relevant to the society and labour market which enable the graduates to find employment in their respective fields. The programme-specific learning outcomes are formulated briefly and concisely, are in accordance with the desired competence level of EQF 6 (BFE) respectively 7 (MFS), and also adequately reflect the provisions of the Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, and Food Sciences. However, the general learning outcomes need to be distinguished for the different competence levels. Moreover, a revision of the programmes' websites is necessary to ensure that the learning outcomes of both programmes are correctly displayed. Besides that, the experts further confirm that a process for the regular review is in place, which incorporates all relevant stakeholders.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report

- Examples of Graduation Certificates for both programmes
- Website of both study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
As the experts confirm, the programmes generally reflect their respective profiles in line with both national and international denomination standards and definitions. However, for the BFE programme, the experts deem it necessary to increase the curricular content on forest operations to adequately fulfil the engineering part of the competence profile and justify the name (see chapter 1.3). The programme names in both their original Spanish versions as well as the corresponding English translations are consistently used in all official documents and on all websites.

In terms of the degree titles, the experts point out that the provided example of a graduation certificate of the BFE programme contains the degree title "forest engineer", while according to the Self-Assessment Report, the degree title "Bachelor of Science" is awarded. The experts confirm that this title corresponds to the programme but point out that, also if the graduates are given the right to carry this professional title, a Bachelor's title must be officially awarded and outlined in the graduation documents (see chapter 4.2). For the MFS programme, the degree title is Master of Science, which the experts confirm to be adequate.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Objective-module matrices for both study programmes
- Curricular maps of both study programmes
- Module descriptions of both study programmes
- Statistics on student mobility
- UANL "Regulations for Admission, Permanence and Graduation of UANL students"
- Websites of both study programmes
- UANL student mobility website: https://www.uanl.mx/movilidad-academica-para-estudiantes-de-la-uanl/
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Structure and content

As explained in the Self-Assessment Report, the curricular structure of both programmes follows a modular curriculum design which directly addresses the programme learning outcomes (outcome-based education). The correspondence of the individual modules with the different learning outcomes and their corresponding provisions of the applicable Subject-Specific Criteria is mapped in objective-module-matrices. The curricular maps of both programmes are displayed in the appendix.

The BFE programme is designed for a regular full-time study duration of 9 semesters (4.5 years) and comprises 217 ECTS credit points. As standardised by UANL's academic model, the curriculum is parted into two stages: the first study year constitutes the first academic cycle which contains the curricular areas of general and disciplinary foundations as well as profession-specific introductory modules. General foundation modules are mandatory in all programmes of UANL and include, among others, Ethics and culture of legislation, Leadership, entrepreneurship and innovation, Gender culture, and Social responsibility and sustainable development. The area of disciplinary foundations in this programme is limited to only one "Calculation" module, while there are 11 profession introduction modules in total, including e.g. Botany, Zoology, Soil Sciences, and Ecology fundamentals. All modules of the first cycle need to be passed before a student can continue to the second cycle.

The second cycle comprises semesters 3 to 9 and represents the programme's main disciplinary and professional formation phase. According to the curricular map, also this stage is structured around three curricular areas: Basic Scientific and Technical Education, Core Professional Education, and Integrative Professional Practice. Students progress from scientific and technical foundations, including modules such as Geographic information systems, Hydrology, Statistical methods, and Bioclimatology, towards core forestry knowledge and applied professional competencies through modules such as Silviculture, Forest inventories, Biodiversity conservation, Forest management, and Forestry operations. The cycle also contains slots for elective modules, practical and integrative learning elements, the Social service which is mandatory for all students in Mexico, and the final Professional internship or Research internship. Moreover, also two English language modules are included in the curriculum.

Regarding the curriculum, the experts take note that the curriculum puts a strong emphasis on forest conservation and management, while aspects like production of timber and non-timber forest products, their harvesting and processing, as well as range management are covered only peripherally. This is notable, e.g., in the fact that the wide field of forestry operations is condensed in only one 3-credit module. As the programme coordinators explain,

aspects as forest roads or forestry tools and machinery which are part of forest operations are only explained in their basic concepts, but application is missing. This is apparently due to a generally low development status of the local harvesting and forest management systems in the state of Nuevo León, as the forest is mainly used for conservation, local use for grazing, collection of non-timber forest products, and recreational purposes. Still, the experts point out that forest operations are a core part of forest engineering and therefore need to be adequately covered in the curriculum. Graduates need to have these skills as well, as they are likely to work also at different places with different forest use focuses. In that regard, it is explained that the faculty has only limited resources for this subject but established a cooperation with a university in Durango, an area where wood harvesting is more common. The experts see this as a good opportunity to deepen the coverage of this subject.

Besides this, the experts also discuss how the programme addresses the social aspects of forest management with and for communities. As large parts of the forests in Mexico are owned by different rural and indigenous communities, the aspect of how to socially deal with these groups is crucially important for the forest management and conservation. The programme coordinators explain that this aspect is mainly addressed in the Master's programme. In the experts' view, this important aspect comes too short in the BFE curriculum. Therefore, it is required to cover the topics of land tenure and rural legislation in more depth, as, without the knowledge how to implement the forestry conservation measures in collaboration with these communities, the impact will be marginal despite the deep subject-specific qualification of the graduates.

As a general observation, the experts note that the programme is composed of a very large number of individual modules, each of which is again subdivided into multiple phases. This has different implications for the student workload and exams (see chapters 1.5 and 2). However, multiple modules are very closely related and, judging from the module descriptions, appear to overlap significantly. Considering these issues, the experts would deem it sensible to reduce the number of individual modules by integrating related modules into larger entities. Exemplarily, the experts mention the modules Biodiversity conservation and Biodiversity monitoring, as well as Forest products and environmental services Environmental services valuation.

The MFS programme has a regular duration of 4 semesters (2 years) during which 80 credits need to be completed. Like the BFE programme, also the MFS programme is structured by different groups of modules, including the areas of Foundational Training (Experimentation and statistical methods. Evaluation of forest resources), Advanced Training (Silviculture, Forest Products), Applied Training (Forest management, Data analyses, and Scientific writing), as well as Research. Every area has also one elective slot which students can choose from a list

of options that comprises 32 modules in total, ranging from ecological aspects over forest management, sociological considerations, and forest machinery up to wood sciences. Moreover, every semester contains one seminar which is designed for students to gradually develop their Master's thesis project under the supervision and guidance of suitable lecturers. The Master's thesis itself (called Capstone project) is conducted in the final semester.

The experts are generally satisfied with the structure of the programme that, in line with the programme's graduate profile, focuses mostly on the development of research skills. However, they still wonder about the selection of the non-methodological compulsory modules; especially, why Ecology as an apparently crucial field for forestry in the region is not included as a mandatory module. The programme coordinators explain that the idea of the latest curriculum adaptation was to reduce the number of compulsory modules to give students more room to choose their own specialisation and focus on the thesis. As part of this adaptation, it has been an active decision to take out the former mandatory ecology module as different aspects of ecology is more deeply covered in the Bachelor's programme of the faculty and a significant share of Master's students are graduates of this Bachelor's programme. Still, advanced ecology modules can be taken as electives which satisfies the experts.

In summary, the experts confirm that the curricula of both programmes enable the students to achieve the respective defined learning outcomes and adequately correspond the aspired EQF level 6 for the Bachelor's degree programme respectively EQF level 7 for the Master's degree programme. They further conclude that the curricula of both programmes are mostly aligned with the subject-specific criteria of the Technical Committee 08. However, for the BFE programme, they see the need to strengthen the topics of land tenure and rural legislation as part of the aspect of policy approaches to forests and forestry in local, national, and international political processes in the SSC, as well as forest operations relating to the aspect of harvesting and ecosystem services in the curriculum. Despite these shortcomings, the experts gain the impression of sensible programme structures in which each module, respectively course represents a generally matching unit of teaching and learning. However, the experts find multiple content-wise overlapping modules and recommend an integration of these related modules into larger units in that regard.

Internationalisation and student mobility

Student mobility at UANL is generally organised via the university's central international office and transparent regulations for application, authorisation, validation and recognition are contained in the UANL "Regulations for Admission, Permanence and Graduation of UANL students". While, in the BFE programme, student mobility is supposed to be realised in form of semester-wise student exchanges, student mobility for students of the MFS programme

mainly includes internships, conference participations, and participation in research projects or for publishing at partner institutions. This approach allows for a flexible organisation of mobility activities at the individual or faculty level which reduces administrative constraints and barriers. Still, only about 10 to 15% of the Master's students make use of mobility offers. The students report of a generally suitable support structure but mention also that due to work obligations, it is difficult for them to realise mobility activities.

In the BFE programme, mobility is percentagewise even more limited and most of the realised mobility programmes were exchanges within Mexico. A major limiting factor for that are financial considerations. Although the UANL foundation can be used as a vehicle for acquiring funds and the international office has open calls for scholarship applications to go abroad twice per year, the funds are limited overall, and the application is highly competitive due to the high interest of students, which became evident during the on-site visit. As these scholarships usually do not cover all related expenses, the students and their families still have to raise significant funds themselves which is even more difficult for students from the more rural area of Linares than students from the metropole city of Monterrey. As a factor to increase the problem, the programme coordinators report of tendencies for more rigid exchange policies at former or current partner universities of the faculty, as e.g. Spanish partner universities have cancelled their free mover agreements, meaning that exchanges to these places now requires the payment of tuition fees. Another aspect is also the comparatively low English language competence, which is so far attributed to the little coverage of foreign languages in the Mexican school system. The language modules offered within the Bachelor's programme are therefore highly regarded but can only compensate for a part of this deficit. Despite that, the experts point out that this should not hinder mobility, both incoming and outgoing, within the large community of Spanish-speaking countries. The evidence also showed that the students going abroad mostly went to Spain and Colombia, but it is the university's plan to diversify the country destinations. Likewise, also the limited but existing number of incoming students mainly stems from these countries.

However, besides these two aspects both the programme coordinators as well as the students report also that credit recognition is a problem for students going abroad for exchange semesters. According to the Self-Assessment Report, the programme's seventh semester is a designated mobility window, but the experts cannot recognise any special features of this semester that facilitate the integration of mobility and apparently this has also no meaning in practice. Instead, there is very little flexibility in the comparison of modules between different universities and the respective recognition of credits, not even with formally partnered universities of the faculty. Instead, students have to take additional summer courses to make up for the

missed modules or take an additional semester to complete the programme which leads to extended graduation times. The programme coordinators explain in that regard that it is hard for them to find universities with a similar curriculum design which would allow students to complete the full load of modules abroad in one semester. The experts acknowledge the challenge of creating suitable conditions for student mobility but point out that it is exactly the point of the mobility window of a programme to be designed in a way that allows for the harmonisation of the students' study careers with the curricular offer at other institutions. Measures for that would be e.g. internships, elective modules, or the placement of basic modules in this semester which are flexibly offered also at other institutions. In case of direct partnerships, also alignment of the module structure of a full semester might be an option.

The experts see it as very important to reduce the administrative barriers to student mobility and therefore recommend restructuring the mobility window of the BFE programme and offer more flexibility for credit recognition. For both programmes, they urge the university to further expand both outbound and inbound student mobility as a crucial means for academic exchange. Designated programme-level partnerships might be a suitable option to offer the mobility places specifically for the students of these programmes. Also, the experts see incoming students as a huge chance for the faculty which is currently struggling with the number of new student admissions (see chapter 1.4).

Periodic review

As explained in chapter 1.1, the programmes, including the curricula, are periodically revised to reflect regulatory changes, stakeholder input, and developments in the academic fields in a five-year cycle. The students also confirm their representation in the university's and faculties decision-making bodies which also deal with the curricular reviews. The experts recognise that UANL regularly and transparently reviews the curricula to adjust them to recent changes in the disciplines and improve the academic learning experience of the students. Changes are transparently documented.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Internal regulations of the Faculty of Forestry Sciences
- UANL "Regulations for Admission, Permanence and Graduation of UANL students"

- Admission rate statistics
- Statistics on academic success
- UANL admission website: https://www.uanl.mx/en/admissions/
- Websites of both study programmes
- Discussions during the on-site visit

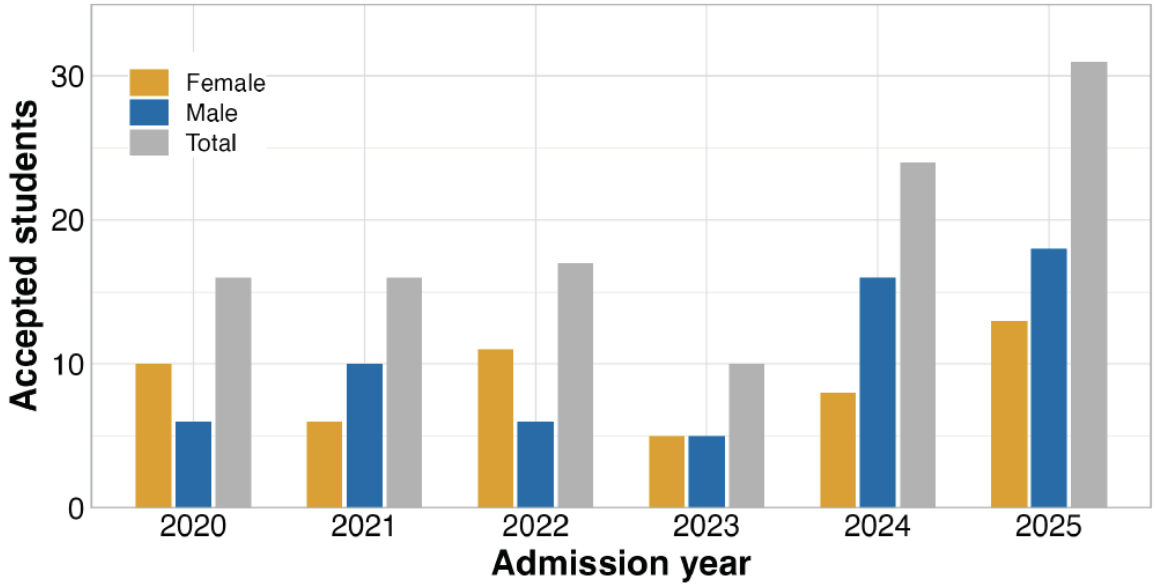
Preliminary assessment and analysis of the experts:
The admission requirements and procedures for all Bachelor's degree programmes at UANL are regulated in the university-wide "Regulations for Admission, Permanence and Graduation of UANL students". According to the Self-Assessment Report and the regulations, the admission capacities are based on several criteria, including the applicants' academic preparation and available resources. As a baseline requirement for admission to university studies in Mexico, all students need to have successfully completed high school or equivalent studies. The relevant criterion for the student selection is the result of a central, standardised admission test (EXANI II), which is designed and administered by the National Centre for Evaluation in Higher Education. This test is mandatory for all applicants and is intended to evaluate the candidates' potential for successful graduation by assessing their aptitude and disciplinary competencies relevant to their studies. The test evaluates core areas such as mathematical thinking, analytical skills, language structure, and reading comprehension. For the BFE programme, this examination includes two subject-specific modules in biology and financial mathematics. The selection of students is made competitively based on the test score with a pre-determined minimum threshold.

For the admission to the Master's programmes including the MFS programme, the applicants have to take a similar general academic competency exam (EXAN III) as well as an English language proficiency test. Although the programme is taught in Spanish, English is required as main academic language. Programme-specific admission requirements, as outlined on the programme's website, are a Bachelor's degree in a field related to natural resources with a minimum GPA equivalent of 80 out of 100 points, as well as a recommendation letter of a professor of the faculty where the applicant completed the Bachelor's degree. The experts consider this to be a suitable policy for determining the readiness of an applicant to enter the programme.

However, the experts point out that, on a formal level, a Master's degree usually requires the completion of a credit equivalent of a total of 300 ECTS points (Bachelor + Master). As the MFS includes only 80 ECTS credits, the admission regulations must ensure that the completed Bachelor's programmes are formally equivalent to at least 220 ECTS credits to guarantee that the

minimum standard of 300 ECTS credits is met upon graduation of the Master's programme (see also chapter 1.5). As an example, for applicants with a standard European Bachelor's degree with 180 credits, the credit load of the Master's programme would be too low to reach this threshold. For cases like this, compensating rules like bridging courses to make up for the missing credits should be implemented as well to enable the intake of students from other university's and countries with Bachelor's degree programmes of a smaller volume.

In terms of a numbers, the BFE programme has 35 seats per annual admission cohort. However, the admission rate statistics show that the number of applicants has been notably below this number and 100% of the applicants were admitted. Still, the faculty reports an increase in the student demand over the last two years as outlined in the following graph taken from the Self-Assessment Report:



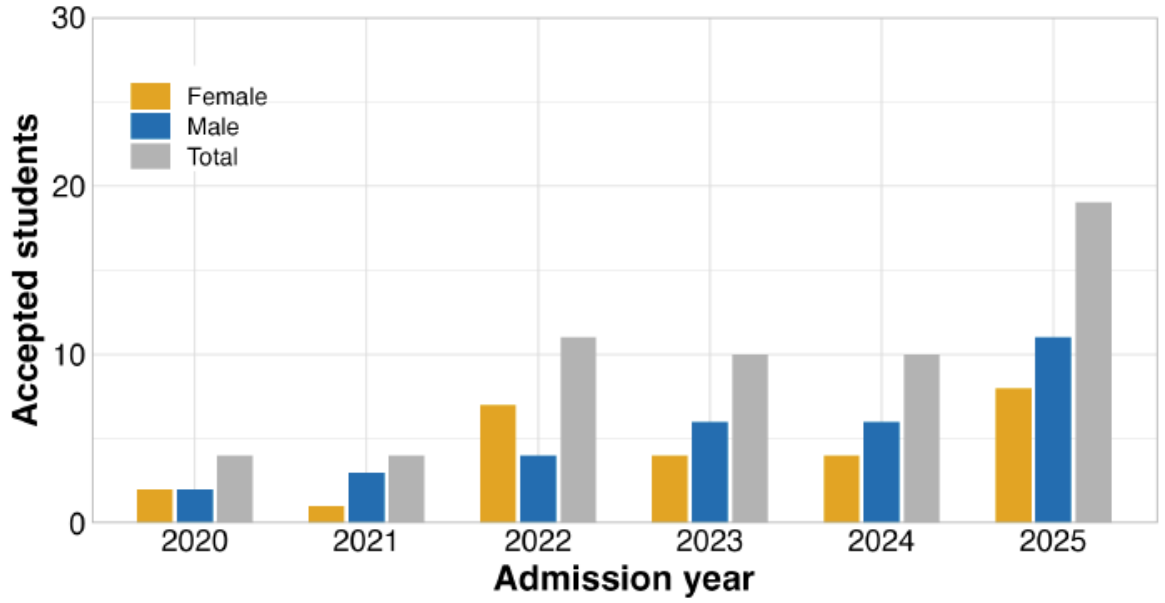
Discussing the apparent problem of applicants, the experts learn from the programme coordinators that, despite the good labour market prospects, it is very challenging for the faculty to find students. The main identified disadvantage, in terms of student recruitment, is the location of the campus near the small town of Linares which is located about two hours' drive to the south from the metropole city of Monterrey. In general, people from larger cities, especially Monterrey, have little interest in going to the countryside, as this is widely considered a social relegation. Potential students interested in fields related to natural resources therefore often choose programmes of the Faculty of Natural Resources located in Monterrey rather than the forestry programmes, resulting in a high degree of university-internal competition. On the other hand, even if students wanted to move to Linares, the local infrastructure falls short of multiple aspects needed for students, such as public transportation and

affordable housing or dormitories. As a result, the largest share of Bachelor's students come from Linares or nearby communities which is confirmed by the students present on site, while in the Master's there are at least a few students transferring into the programme from different universities or faculties.

To address the low number of applicants especially in the BFE programme, the faculty has initiated and tries many different marketing measures, as the programme coordinators explain. Examples are school field trips to the faculty's botanical garden, or direct visits of the staff to high schools. The experts acknowledge the huge efforts taken and recognise some achievements over the past years but also notice that the graduation rate is comparatively low which raises the questions whether the students are fit for the programmes at hand. The statistics on academic success show drop-out rates averaging round 20%, while, out of the notably larger 2025 cohort, already 30% have abandoned the programme. The programme coordinators are also aware of this problem of student retention which is mainly attributed to great variation of the quality of school education and the generally lower education level in rural areas compared to cities. Also, as students enter the programme at a very young age of 16 to 18 years, some have problems of adapting to the demands of an academic study programme.

As a means to address both these issues, the UANL academic model has introduced the first cycle of the curriculum (see chapter 1.3) as a year designed to bring all students with different pre-qualification to a similar level of basic knowledge before starting the subject-specific education. Moreover, the programme coordinators also mention better monitoring, closer student supervision in classes e.g. with two professors, as well as the setup of a better social environment for students as planned measures to improve student retention, all of which is highly appreciated by the experts. Besides that, the experts take positive note of the fact that, out of the students who stay, almost all complete the programme within the designated study period. The few students graduating late can mainly be attributed to delays due to student mobility (compare chapter 1.3).

For the MFS programme, the faculty offers a maximum of 20 seats per cohort. Students can enter the programme every semester. However, the application numbers of the past cohorts were even lower than in the Bachelor's programme, although a positive tendency is visible also for this programme:



The programme coordinators report that student numbers used to be higher before the Covid pandemic. Around that time, many Bachelor's graduates started working directly and did not consider an academic career. Consequently, it appears that many of the current Master's students already have work experience before entering the programme or even work besides their studies to finance them. A problem for the Master's students is also the availability of UANL scholarships which has been reduced and therefore become more competitive across all programmes. In general, admitted students who do not receive scholarships are very unlikely to start the programme.

In summary, the experts confirm that UANL's admission requirements and procedures are binding, transparent, and generally ensure sufficient prior qualification of the students. The experts further confirm that rules for the recognition of qualifications achieved externally are clearly defined and facilitate the transition between higher education institutions without jeopardising the achievement of learning outcomes at the desired level. However, it needs to be be ensured for the MFS programme, that the minimum total number of 300 ECTS credit equivalents is met by all students. The experts also notice the diverse challenges of both programmes, respectively the Faculty of Forestry Sciences in general, to attract new students. However, they appreciate the great efforts of the faculty to address these issues.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- UANL academic model
- Curricular maps of both study programmes
- Module descriptions of both study programmes
- Student survey report
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

According to the UANL academic model, the study organisation and workload management are based on a credit system that captures "the volume of work translated into time, which the student must dedicate to achieve the learning goals established in the educational program, specified in terms of learning outcomes and competences." The credits measure a full-time student's workload during a 20-week semester, including two weeks for final examinations, considering that the maximum time dedicated by a student for the development of the competences established in the learning units is 45 hours per week. Equivalent the ECTS system, this system considers 30 hours of student workload per credit point. Thus, the conversion between both UANL and ECTS credits is 1:1. The BFE programme comprises 217 ECTS credits with between 21 and 27 credits allocated per semester, while the MFS programmes' four semester have a range of 18 to 22 credits and a total volume of 80 ECTS credits. Both programmes comply with the minimum credit requirement of 180 ECTS for Bachelor's and 60 ECTS for Master's programmes.

While the experts are generally satisfied with UANL's credit system and confirm that the accounted workload includes contact hours and self-study time, they wonder why the total workload of both programmes is notably below the regular workload of 30 credits (900 hours) per semester which is stated by the academic model of UANL as full-time study load. Based on the number of semesters, the expected credit numbers would be 270 credits in the BFE programme and 120 credits in the MFS programme. Given that the students report a generally high, albeit manageable workload, this credit allocation appears not realistic.

Looking at the module handbooks in that regard, the experts note that the number of hours allocated to the independent workload of students lies only between 10 and 16%; in most of the BFE programme modules 10 out of 90 total working hours. Despite the scholarised system which emphasises structured face-to-face instruction, this share of independent working

hours appears too little. According to the student survey report, students spend only 3 to 5 weekly study hours on average; although this number does not include the exam preparation which most students account for with 3-4 hours per exam. Given that every module has multiple examinations (see chapters 1.6, 2), the total study load scales up quickly. It also appears that time-consuming field trips are not accounted for in the outlined workload numbers. Thus, the figure outlined in the student survey report appears to underrepresent the actual independent student workload which is confirmed during the on-site visit by the students who state that their independent workload is higher than outlined on paper. Modules that include laboratory practice are said to be particularly work-intense, which is not reflected in the number of credits.

On the other hand, the MFS programme has a considerably higher share of independent workload of usually 50% for the structured modules and more for the research-related modules. This distribution appears plausible, but the experts still wonder why, judging from the number of credits to be completed, the overall average workload in a Master's programme is lower than in a Bachelor's programme although both are considered full-time programmes. The students' explanations during the audit were partly diverging and could not clarify this issue.

Given these considerations, the experts deem the real workload underestimated in the currently allocated number of credits. Therefore, the experts require UANL to transparently evaluate the student workload and assign the credits accordingly. Connected to the allocation of credits, the experts also question the unbalanced distribution of credits across the semesters, especially in the BFE programme. The students critically mention this aspect and confirm that, in fact, the fifth semester which carries a total of nine modules stakes out in terms of the workload. As workload peaks should be avoided, it is recommended to more evenly distribute the credits across the semesters. The necessary groundwork for that is a realistic workload evaluation based on which the distribution of modules can be determined.

In terms of a workload evaluation, the experts take note of the student survey report that the workload of each module is not evaluated every semester or year but only over longer cycles and for the programmes as a whole. The students present during the audit could not confirm any kind of workload evaluation during their study times at the university. In that regard, the experts stress the already mentioned need for a regular evaluation of the student workload.

In summary, the experts confirm that UANL employs a workload-based credit system that incorporates both the structured and independent study load. All compulsory components of the programme are credited. However, the assigned credits appear too low, as they do not adequately reflect the independent student workload. Therefore, despite the full-time design of the programmes, the numbers of credits also significantly lower than the designated full-

time workload outlined in the UANL academic model and the ECTS Users' Guide. Therefore, a regular workload evaluation combined with a realistic assignment of the credits is required. In that regard, the workload in the Bachelor's programme should also be distributed more evenly across the semesters.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Module descriptions of both study programmes
- Student survey report
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
UANL employs extensive module descriptions which outline the module contents and teaching formats in detail. Every structured module consists of at least two teaching phases according to the UANL academic model which is designed to ensure a continuous development of competencies. All phases are connected through a comprehensive exam (PIA) which integrates the competencies gained in all phases. Class formats include lectures, seminars, field trips, and practical exercises in laboratories, the faculty's botanical garden and or the experimental forest. In general, the lecturers stress their focus on practice-oriented teaching which is positively acknowledged by the experts.

As noted earlier, the BFE programme pursues a very scholarly approach with a high degree of up to 90% structured instruction per module. In the MFS programme, the share of independent work is notably increased to about 50% which the students and also the experts deem suitable for the programme. As the programme coordinators explain, structured instruction is mainly delivered face-to-face, which, according to the student survey report, is also the preferred teaching format for the students. Still, digital and blended formats are becoming more popular and are used regularly in different modules, mainly realised via *MS teams* applications. The experts agree with the high importance of direct interaction on site for the teaching but also see the potential of the integration of digital teaching which they find to be done reasonable extent.

During the on-site visit, the experts intensely discuss the realisation of practical training and learn that field trips play an important role for the training. However, the conditions for field

trips have worsened over the past years, mainly due to the rise of criminality and violence and the associated prevailing risk of making field trips to lesser developed areas. Still, each module is supposed to contain at least one field trip which are usually organised as day trips around Linares to destinations which can be reached by bus and are free for students. Longer field trips are very rare due to monetary as well as safety considerations. As Linares has different ecosystems located reasonably close around the town, different ecosystems can be reached with field trips to show parts of the diversity. Although the students would still wish for more field trips, the experts value the staffs' efforts to realise field activities despite the challenging conditions and restrictions and consider them sufficient and valuable for the education.

Practical exercises for forest operations and restoration can be done at the experimental forest which has also a small cabin that allows for overnight stays. However, the 1000-hectare experimental forest appears still underutilised for experimental and practical learning, and this should be significantly increased in subjects like silviculture, forest growth, ecology, geobotany and others; especially in combination with long term observation plots. Also, in line with the requirement for a deeper coverage of forest operations, the experts stress that exercises in this discipline should include practical timber harvesting (performed e.g. in the experimental forest), timber harvesting and operation planning, timber harvesting assessment; combined with strong theoretical foundation in forest operations and engineering as well as forest work science. To realise this, the experts suggest collaborating with forestry contractors or the region and also from other states within Mexico where timber harvesting is more common.

In the BFE programme, another practical training aspect is the social service which is supposed to connect the academic education with community development. The social service can take different forms of activities in different kinds of institutions, including high school teaching and administration, research-related project work in institutes or other universities, or entrepreneurship, mostly in the field of consultancy. The faculty's botanical garden can also host community services, e.g. for students to engage in the conservation practices of different plants or in the organisation of school trips to the garden. Besides the internship, the programme also contains a 20-credit internship in the final semester, which can take the form of the "Professional practice" in a company or the "Research practice" (see also chapter 2).

Overall, the industry representatives state during the audit that the students and graduates are well-equipped in terms of practical skills and that the social service, internships, as well as site-visits help to connect the study programmes with the local industry. However, soft skills, including problem solving and targeted communication are mentioned by multiple representatives as an area with significant room for improvement. The experts notice that different mini

projects, group work, and presentations are part of the teaching methodology but agree that these social skills and independent thinking of students could be strengthened throughout the school-like class structures. Therefore, the experts recommend fostering soft skill development as part of the teaching methodology, which could be realised in collaboration with local entrepreneurs.

In terms of research, it becomes evident that the practically oriented BFE programme provides only a very basic introduction to the methodology of scientific work which is included in few modules. Designated research modules are part of the elective curriculum which includes modules like Literature research, Scientific communication, and a Research seminar. In contrast, the MFS programme is almost entirely designed around research activities and places strong emphasis on independent research work. The experts deem this structure suitable and market oriented.

The quality of the teaching methods is monitored by means of module evaluations which take place at the end of every semester, as evidenced by the student survey report. As the teaching staff explain during the on-site interview, the student feedback is discussed in the preparatory session for each new semester.

In summary, the experts confirm that the programmes employ a variety of teaching methods and didactic means to promote achieving the learning outcomes. The focus is on on-site, face-to-face teaching, but digital and asynchronous teaching instruments are used to a reasonable extent. Bachelor's students are introduced to the basics of scientific research, although this is primarily reserved for the Master's programme. Through internships, lab practice, field trips, and the social service, they also gain insights into the practical application outside of the university. The teaching methodology is evaluated every semester as part of the regular module surveys. Nevertheless, the experts recommend further fostering soft skill development as part of the teaching methodology.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

Criterion 1.1:

In its statement, the FFS acknowledges the critique that general learning outcomes need to be distinguished for the Bachelor's and Master's competence level. However, it is explained that, as these general competencies are based on UANL's overall academic model, these cannot be changed individually by the faculty but only by the university. The experts recognise this as an institutional challenge but insist that this needs to be addressed, as the current status

contradicts the concept of learning outcomes and competence levels. The faculty has already affirmed to initiate this change together with the university. To support this process, the experts decide to formalise the initial requirement.

In terms of the harmonisation of the publicly available information about the learning outcomes, the faculty responds to start a review process. The experts commend the faculty's responsiveness but, as the review has not been done yet, decide to formalise the requirement.

Criterion 1.2:

Regarding the degree title of the BFE programme, the faculty clarifies that, other than initially stated in the expert report, the title "forest Engineer" is not a protected denomination. This used to be the degree title awarded to graduates of earlier cohorts at a time when different programme regulations were in place. Given that no students studying under the current regulatory framework had graduated yet, examples of Diploma Supplements were presented which still outlined the old degree title. It is clarified that the now applicable degree title is "Bachelor of Science in Forest Engineering" which satisfies the experts. Therefore, they see no need to formalise the initial requirement. However, they stress the need to be consistently outline this title in all information sources and the final graduation documentation. The title of "forest engineer" could be awarded additionally.

Criterion 1.3:

The faculty explains that the requirements and recommendations regarding the strengthening of certain subject areas, a reduction of the module fragmentation in the BFE programme, as well as the recommended reduction of institutional barriers to student mobility will be considered in the upcoming curriculum review cycle. However, as no measures have been implemented yet, the experts sustain all requirements and recommendations in that regard. Concrete changes respectively strategic approaches should be developed and submitted in that regard.

Criterion 1.4 &1.5:

Regarding the 300 ECTS credit requirement and the overall number of credits allocated to both programmes, the faculty explains that the curricula and corresponding credit numbers are designed in accordance with the UANL academic model. A table in the academic module guide presents the designated credit numbers of programmes according to their length. However, contrasting with that, the guideline also establishes a student workload of 900 hours (30 credits) as the regular full-time study load (p. 21 of the 2026 academic model) which is consistent with the provisions of the ECTS system. Consequently, the experts consider that a full-time

nine-semester programme should account for 270 credits and a four-semester programme should account for 120 credits which is why they find the current credit numbers of the programmes to be very low.

The experts also clarify that it is not at all their intention to prolong the BFE programme which they consider very extensive already. Instead, as explained in the report, it appears that the actual student workload is not fully reflected in the credit numbers, mainly because of the low accountancy for independent student work, which is why the credit numbers should actually be higher. If this was accounted for correctly, the issue of the 300 ECTS equivalent requirement would disappear automatically as, based on the module descriptions and the explanations of both students and programme coordinators regarding the workload, the experts believe that the required credit numbers would be met. Therefore, the experts welcome the revision of the independent student workload announced by the faculty, which must go along with the described systematisation of the workload evaluation. All in all, the experts decide to maintain the initial requirement to transparently evaluate the student workload and assign the credits accordingly. This is also related to a more even distribution of the workload across the semesters in the BFE programme, which is kept as a recommendation.

Criterion 1.6:

The university acknowledges that, in line with the experts' observations, the industry representatives see considerable room for improvement in the domain of soft skills despite multiple elements in the teaching methodology which are supposed to foster exactly these competencies. They are satisfied with the faculty's responsiveness to this issue which should ideally be worked out in collaboration with the concerned industrial partners. Considering that the respective instruments of teaching methodology are, in general, applied despite apparent problems in the learning effect, the experts consider that the awareness for this issue was raised and that there is no need for an official recommendation.

Final assessment:

Overall, the experts see their initial impressions largely confirmed by the statement which shows the development potential of both programmes. In terms of the programme design and contents, this concerns mainly the BFE programme, while multiple other issues, including e.g. the apparently not accurate workload evaluation and the resulting inconsistencies in the credit allocation, concern both programmes. Multiple of the identifies deficiencies are rooted in university-wide provisions that cannot individually be changed by the faculty. Nonetheless, if these provisions counter the accreditation criteria, actions need to be initiated to address the issues.

In summary, the experts consider this criterion to be **partly fulfilled**.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- UANL academic model
- Internal regulations of the Faculty of Forestry Sciences
- Module descriptions of both study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
The standard procedures for assessment of the students' learning progress are outlined in UANL's general examination regulations, which are adopted and refined by the internal regulations of the Faculty of Forestry Sciences. According to these, a variety of examination methods can and should be applied, including assignments, projects, participation, written exams, oral exams, or practical exams. According to the Self-Assessment Report, the most used exam methods in both programmes are written examinations, electronic presentations, laboratory or field reports, videos, infographics, concept maps, and essays. Each phase of the structured modules has an associated exam which can take different forms, and the PIA (integrative learning product) constitutes the final exam of each module for assessing the achievement of the learning of all phases at the end of the semester. Thus, every module, depending on the number of phases, has at least three examination components. The different exam components including their formats and weights are transparently outlined in the module descriptions.

Generally, the different assessments are spread over the semester according to the learning phases although, as the students explain, the ends of a semester usually get more work intense due to the remaining assignments. The PIAs are organised in a final exam week after the end of the lecturing period of each semester.

The overall grade is calculated cumulatively according to the weights of the assessment components. UANL uses the Integrated Electronic System for the Administration of Educational

Services (SIASE) to manage student academic records and administrative processes, including the grading. In the BFE programme, the minimum passing grade is 70 out of 100, while it is 80 out of 100 in the MFS programme. The PIA as final exam weighs between 20 and 50% of the total grade and is usually the decisive component. If a student does not pass a module on the first attempt, a second opportunity is available during the following two weeks before the end of the semester by repeating the PIA. If the student has failed too many assignments of the phases, the entire module needs to be repeated. If the student fails the module on the second attempt, the UANL General Examination Regulations grant undergraduate students four additional opportunities to pass the module across two consecutive semesters, as approved by the UANL University Council. In case of failing also the sixth attempt, a student is expelled from the programme. However, the student may change to another educational programme, even within the same faculty. On the other hand, Master's students have only one re-take attempt for the exam before being dismissed from the programme. The majority of students expresses their satisfaction with the opportunities for re-take exams, while only very few state that re-taking exams in the following semester. This may be due to the fact that, while students can generally enrol in modules of the following semester, they cannot take modules which have the failed module as a prerequisite, which may lead to delays of the study time in some cases. However, the experts deem this regulation reasonable and, looking at the cohort statistic, also do not see a structural problem in that regard.

While the experts consider the chosen exam format generally suitable for assessing the extent to which the learning outcomes are achieved, they learn that all exams are held at the university and that there are no practical exams in the forest. While they recognise the organisational challenge, they would deem this exam format a good option for suitable modules which would also be welcome by the students who would generally like to have more practical examinations. Besides that, the students state that feedback on the exams and associated processes can be given via the regular module surveys, and there is also the option to issue a direct appeal or complain against grades.

Besides this, the experts wonder about the sheer amount of different exam components. The module descriptions show that some of the teaching phases have also multiple exam components, in some cases contributing only 2 to 5% of the overall module grade. While they commend on the objective of assessing the different competence domains, they consider this structure highly pressuring for the students but also demanding for the lecturers as they constantly have to spend times of assessment and evaluation besides the actual teaching. Moreover, each exams itself is quite limited in its time and extent with the result that many aspects are examined only superficially and the necessary depth of the examination is missing. The

experts would deem a broader, integrative approach towards competence assessment more efficient, which is in line with the already mentioned recommendation for an integration of modules. Therefore, the experts recommend reducing the number of assessments per module.

In terms of a Bachelor's thesis, the experts note that only students who take the research internship write a Bachelor's thesis, while the professional internship which is predominantly chosen, requires only a so-called "professional internship report". During the on-site visit, the experts review examples of both Bachelor's theses and professional internship reports and conclude that the professional internship reports do not meet the standards of an independent scientific work in terms of methodology, content, and formalities. On the other hand, they confirm that the Bachelor's theses as well as the provided examples of Master's theses are generally on the level of final works of the respective EQF level. The experts positively acknowledge that the theses at both levels need to be orally presented, and that the thesis project is closely monitored over multiple phases of the process by the respective supervisors. As the programme coordinators explain, the principal supervisor is always a professor of the faculty, while, depending on the topic, additional supervisors are appointed who can also be from industry or institutions abroad. The industry representatives also confirm their collaboration and involvement in both theses and professional practice reports. The experts commend on the system of the theses but stress that all students in the Bachelor's programme have to write one as evidence of their ability to conduct research projects independently. Therefore, the experts require UANL to ensure that all BFE students write a graduating work at the scientific level of a Bachelor's thesis.

In summary, the experts confirm that the programmes employ module-specific exams and has transparent system of exam administration, assessment, and grading. However, the experts deem the high number of small exam components to be excessive and, in their sum, not beneficial in terms of outcome-orientation. It appears that, due to the number and limited duration of these examinations, students' knowledge is often not assessed in depth. It is recommended to carry out fewer but more comprehensive examinations that allow for a more thorough evaluation of students' understanding. The Bachelor's programme also includes a final thesis with a corresponding oral thesis defence presentation which however, is only an elective module with the professional internship as alternative option. As all students need to demonstrate their ability to work independently on a scientific project, the experts require UANL to ensure that all students write a graduating work at the scientific level of a Bachelor's thesis. The suitability of the exams and the related processes, as evidenced by the student feedback report, is regularly reviewed based on student feedback and the exam results.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

Regarding the requirement for a mandatory Bachelor's thesis, the faculty acknowledges that the professional internship reports do not meet the academic standards in terms of contents, methodology and formalities. The thesis should be made mandatory as part of the next curriculum review, which is appreciated by the experts. However, until this has been realised, the experts keep the respective requirement.

The university further elaborates that the recommendations regarding less but more comprehensive and in-depth examinations as well as the introduction of practical exams in the forest will be considered. The experts keep the recommendation to stress the importance they pose on this issue.

Final assessment:

In general, the experts are satisfied with the design and implementation of the faculty's examination system. However, the Bachelor's thesis needs to be mandatorily implemented for all students, and a reduction of the exam components to the benefit of the exams' comprehensiveness is seen as room for improvement.

In summary, the experts consider this criterion to be **almost fulfilled**.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Staff handbooks of both study programmes
- HR plans for both study programmes
- Student survey report
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

According to the staff handbooks, the Faculty of Forestry Sciences has a total of 31 professors, 21 of which are full-time staff of the university. All of them are involved in the teaching of the BFE programme, while only 21 are listed as teaching staff for the MFS programme. Compared to the total number of students of the faculty, this results in a staff-to-student ratio of

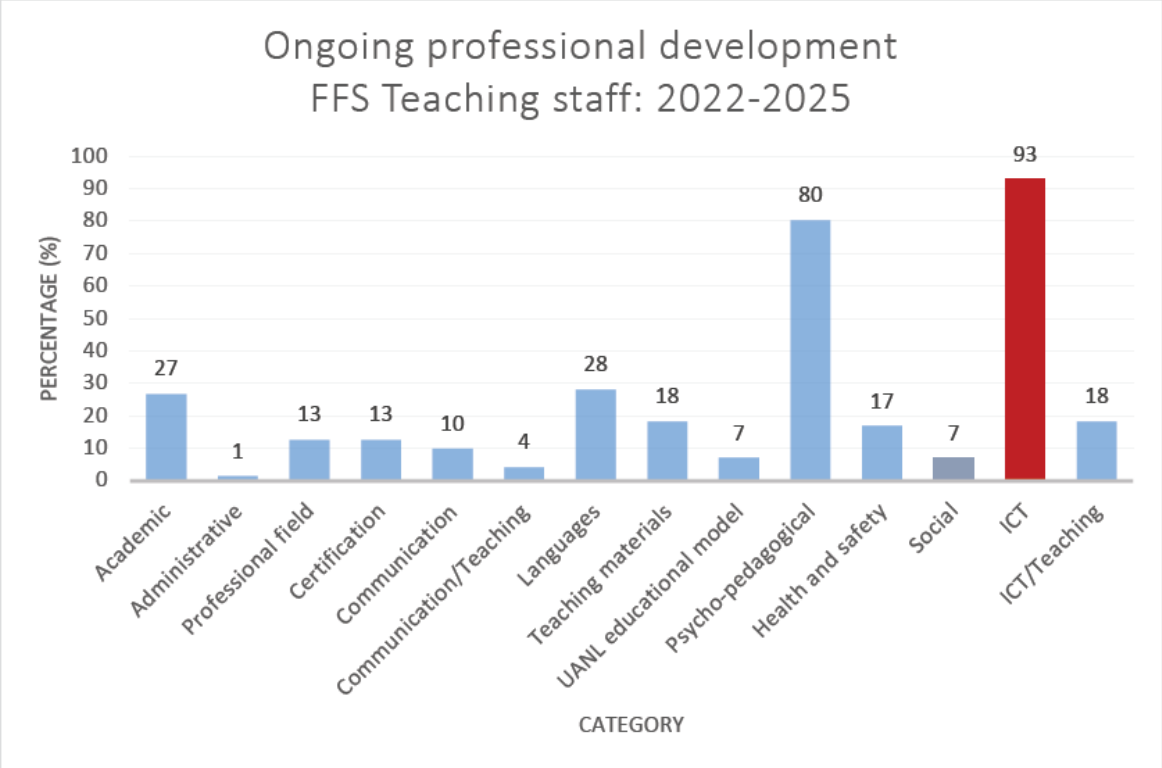
approximately 1:8 which the experts consider very favourable for the students. Consequently, the majority of students generally considers the availability and responsiveness of the staff very positive, and especially Master's students appear highly satisfied with the supervision. All full-time professors as well as most of the part-time academic staff hold PhD degrees, most of them obtained abroad, among others at the University of Göttingen. Details about the academic staff are contained in the staff handbooks, which, among others, list their educational, academic and professional careers, memberships in professional organisations, awards, as well as recent publications.

According to the Self-Assessment Reports, full-time staff are required to complete a minimum of 20 teaching hours and 20 research hours. Besides this, the academic staff members are part of the university's and faculty's governance system which includes different administrative and professional bodies. As both the university representatives and lecturers explain, the workload distribution is done according to a national regulation which puts high pressure on the academic staff. This quota is also a reason for the high number and share of structured classes, especially in the BFE programme (compare chapter 1.6). Given the high number of teaching hours, the experts question how the staff can do research to the same extent, as tasks like e.g. lecture preparation and exams are not accounted for in the general workload allocation of the staff. The lecturers confirm that the workload is generally high and explain that this allocation depends on the time of the year, as more time is available in the lecture-free periods. More problematic for the realisation of research activities than the workload is the availability of financial resources (see chapter 3.3). Overall, the experts confirm that the number and qualification of the staff is comfortable and well-suited for the successful delivery of both programmes but recognise that the national regulation for the teaching hours limits the flexibility of teaching staff to reduce the number of contact hours or rearrange the workload distribution in response to other tasks like research projects. They would deem more flexibility in that regard as beneficial for both the staff as well as the independent design of the teaching activities.

Besides the faculty's staff, also external staff are involved in the teaching as guest lecturers. During the on-site interview, the industry representatives explain that they are mainly involved as hosts and industry supervisors for the internships and social services, although recent developments target a closer integration of practitioners also in the structured modules. The experts consider this development very positive as they highly value the insights and experience of practitioners for teaching of the students, especially in the applied subjects. However, they notice that classes given by practitioners would again be deducted from the teaching hours of the academic staff, causing them problems to fulfil their closely monitored

teaching duty. In that regard, the experts highly recommend UANL to offer the academic staff more flexibility in their workload distribution and strengthen the involvement of practitioners respectively industry representatives in the teaching.

In terms of staff development, all academic staff members have to participate in training courses every semester which are held in the lecture-free period between the academic years. It is mandatory to take at least one course per year. The courses are primarily organised via the Teacher Professional Development Programme (PRODEP) and include varying topics, recently covering aspects like didactics, digitalization, AI, and teaching administration. As the lecturers explain, they can choose their course(s) from a list of the available offer which is published via the university's NEXUS platform. The courses are offered by both university staff of different faculties, but partly also external trainers. To be allowed to engage in supervision of graduate students, staff members have to complete additional training within the national system of researchers (SNII). The staff handbook contains an extensive list of courses taken by the faculty's academic staff over the past years which is summarized in the following figure:



While the experts commend UANL on its staff development programme, they, in line with feedback given by the students, would deem it important to further develop the staffs' English skills. As English is the number one academic language, they would deem it useful to potentially further integrate English also in the teaching activities. They note that language courses

are already part of the development offer but suggest to prioritise this for the next development cycles.

The staff performance in terms of teaching is systematically evaluated through student surveys conducted at the end of each semester. The results are communicated to the teaching staff and program management and are used as a basis for continuous improvement. Identified deficiencies are addressed through appropriate corrective measures, including structured feedback discussions. Besides that, the lecturers' research output is monitored based on the research output. The extensive list of publications contained in the HR development plan as well as the staff handbook shows that, despite the mentioned difficulties, the academic staff members are active in scientific research.

Besides the academic staff, the faculty has a total of 57 support staff, including secretaries, librarians, lab technicians, IT staff, and drivers.

In summary, the experts confirm that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the programmes. The staff development offer is positively highlighted as a strength of the programme. The lecturers also engage in scientific research which is incorporated into the delivery and further development of the programmes. The experts further confirm that the staff qualification and performance is regularly reviewed.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- HR plans for both study programmes
- Student survey report
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

The student survey report shows a close monitoring of the students and potential challenges over the entire student life cycle, starting from student recruiting and guidance during admission and orientation phases over continuous academic advising and tutoring during the studies as well as counselling related to examinations and study regulations, up to support for graduation and transition to professional practice. General support services like the

administration of scholarships, the career centre, and the international are associated with the university.

An important non-academic service for the students of the faculty is free transportation between the centre of Linares and the faculty offered by the faculty's own buses, as the campus itself is located outside of the town. Moreover, free transportation is also offered for field trips, which the experts consider very important. In that regard, the experts also suggest that the establishment of a boarding house or some other system of university-hosted or supported student housing would be very beneficial to attract students (see chapter 1.4) and facilitate their studies logistically and financially.

While the experts notice that the students generally manage well to complete their studies and consider that the campus facilities and staff members provide a very supportive environment for learning, they get the notion that the students of the faculty are, due to its location, not fully integrated into UANL's university-level support structures. This became notable as, e.g., many students appeared to not be well informed about opportunities of student mobility and internationalisation as well as the university-level career centre, and also university-level facilities and clubs located in Monterrey, e.g. for sports, arts and culture, are not accessible for forestry students. The experts therefore recommend strengthening the connection of the faculty to central university offices and student services (e.g. international office, career centre).

In summary, the experts confirm that there are sufficient human resources and organisational structures for both academic and non-academic counselling, which support the students in successfully completing the programmes. These services are regularly evaluated through the student surveys. However, due to the location of the faculty at a satellite campus of UANL, many university-level services appear to be not available or available only to a limited extent to the students. The faculty should therefore aim at strengthening the connections with the university's student service structures. Moreover, the establishment of a boarding house would be seen as a huge facilitation for students and could also play a deciding role in student recruitment.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- UANL library website: https://recursos.db.uanl.mx/catalogoselectronicos.html

- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, the faculty's main income source is the state general fund allocated to UANL and subsequently transferred to each faculty or department within UANL. Annually, financial revenues are prepared internally and submitted to the university's financial administration for the following year. The general state funds support the basic operating needs of the programmes, including faculty and staff as well as maintenance, basic supplies, physical services and, to some extent, equipment investments. Additional income sources include students' tuition fees as well as independent income generated by the faculty, e.g. through services to the industry or the attraction of third-party funds and investments from specific collaboration agreements with private organisations, state agencies, and NGOs. As an example, the faculty has managed and implemented multiple externally funded projects focused on forest restoration, reforestation, urban forestry, fire management, and environmental assessment, primarily in the Cumbres de Monterrey National Park, the Metropolitan Area of Monterrey, and other strategic regions of northeastern Mexico.

In addition, as stipulated by the Self-Assessment Report, national and international research grants from state and private institutions such as the UANL research programmes, CONAHCYT, SEP, CONAFOR, PRODEP, among others) and, in some cases, donations are part of the faculty's income. The university funding is distributed by the university-level research office which is also in charge of coordinating cooperative research projects. While the experts take note of this, they learn from the teaching staff that the research funds are generally scarce and that the admission process is highly competitive. Besides the initial preparation and application, also the administration of the funds, if granted, including the respective documentation responsibilities etc. is widely considered too time-consuming in relation to the funding itself which is why many staff members do not apply for grants any more but manage their research with the faculty's own resources or out of their own pockets. The experts consider this critical but are soothed by the lecturers who explain that they consider this as an investment looking at the gains from monetary incentives they receive for successful publications. The experts still see room for improvement in the establishment of a structured system for funding applications, but, looking at the publications listed in the HR report, are nevertheless satisfied with the research output the staff members are able to produce. Moreover, they are also pleased about the confirmation of both staff and students that there are support mechanisms for them to attend scientific conferences, mostly in Mexico but also abroad.

In terms of physical facilities, the Faculty of Forestry Sciences has its own campus located outside the town of Linares in the south of the state of Nuevo León. The campus has multiple

buildings, hosting a large auditorium, smaller classrooms and seminar rooms, two computer rooms, laboratories, a library, a canteen, and administrative rooms/ offices. In total, there are 13 spaces dedicated to hands-on student training, listed as follows:

Laboratory name/Facility	Software available	Computers (#)	Area (m^2)	Capacity (# students)
CAADI	EXCI Preparation	1	64	10
Herbarium	Plant Systematic	2	64	6
Chemistry	Win Lab 32	5	128	15
	UVWinLab V2.85			
	EA 2400 Manager			
	Perkin Elmer Turbomass™ GC/MS			
Dendrochronology	R-Software, Measured JX2, Blue Intensity	4	64	3
Wood Technology	TRAPEZIUM X CooRecorder CDendro	1	64	10
Wildlife	VelabView	2	64	19
lant Tissue Culture	NA	NA	48	10
Conservation Ecology Lab	NA	5	36	5
Soil Science	NA	1	80	20

Laboratory name/Facility	Software available	Computers (#)	Area (m^2)	Capacity (# students)
Forest pathology	NA	2	96	20
Forest entomology	NA	1	73	20
Seed science	NA	0	16	14
Carbon analysis	WinTOCSolidsv 3.0	5	32	20
Geomatics	Arcmap, Erdas, Geomatic 9, IDRISI, ILWIS	8	64	20
Audi-video room		1	17	8

In addition, the campus hosts a tree nursery and the university's botanical garden, which serves teaching, conservation, and community engagement purposes and, among others, hosts multiple species of rare cactuses. Moreover, the faculty has an experimental forest in the Sierra Madre Oriental, approximately two hours drive away from the faculty, which is also used for practical student training and conservation.

During the on-site visit, the experts visit the university facilities including multiple laboratories, the botanical garden, and the experimental forest. Overall, they are satisfied with the facilities, their equipment, and the administration by the respective professors and technical staff members. However, in line with the requirement regarding forest operations, also the available lab equipment in that regard, which currently mainly comprises of two chainsaws, should be further strengthened. Moreover, as mentioned before, the experts recommend a better utilisation of the experimental forest for research and training purposes. By setting up permanent sample plots, research can address the knowledge gap regarding the vegetation dynamics and soil development in these forest ecosystems. The research questions could even include the occurrence of forest fires and the ongoing grazing of wild and domestic herbivores. Vegetation assessments and data analysis should be carried out together with students.

Part of the campus is also the faculty's library equipped with both physical and digital books, journals, and cartographic materials. The library also serves as a repository for the National Institute of Statistics, Geography and Informatics (INEGI). It provides access to digital resources via UANL's central library system, which also mediates access to relevant scientific databases like Books@Ovid, CABeBooks, My Library, and Hemeroteca digital El Porvenir. Access to further resources can be obtained via the Interlibrary Services. The library has also a

reading room as well as two study-group rooms and a multifunctional room designed for distance learning and audio-videoconferencing. Besides the digital library catalogue which allows to access the resources anywhere within the campus network, the university employs the NEXUS platform as digital learning management system for the provision of materials, interaction among and between students and lecturers, as well as for quizzes and online learning resources. Administrative services are digitally organised via the SIASE system. Additionally, MS Teams is available for each faculty member and student. Overall, both staff and students confirm their satisfaction with the library as well as the physical and digital facilities of the faculty which pleases the experts.

In summary, the experts confirm that the financial resources and physical as well as digital equipment of the university and the Faculty of Forestry Sciences constitute a sustainable basis for the successful delivery of the study programmes. However, a better system for the administration of research funds would be a reasonable improvement. As evidenced by the student survey report, the facilities are also subject to the evaluation of the students. The further improvement and further development of the available equipment is part of the faculty's strategy, which is positively acknowledged by the experts. In that regard, it is specifically recommended to better document the experimental forest.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

Criterion 3.1:

The university acknowledges multiple recommendations respectively suggestions given by the experts which concern higher flexibility for the teaching staff to design their classes and their workload distribution across teaching and research in general. The experts are aware that most of these issues are related to provisions of the university or even governmental frameworks. Nevertheless, the experts formalise the recommendation to support the faculty in initiating a process of change respectively development to the benefit of the students, staff, and their academic work.

Criterion 3.2:

The faculty argues that the connection between the faculty and the university's central student support facilities has been notably improved over the past 15 years and describes multiple measures that have been introduced, which is acknowledged by the experts. Specifically, the efforts to foster student mobility have been increased although external factors still limit mobility in practice. Nevertheless, also the faculty sees that there is still potential for further

approximation. The experts recognise and appreciate the faculty's efforts in that regard and mostly see it as a task for the university's central student support offices to find ways of providing equal services to all students at the university regardless of the location of the faculty. To stress this for the benefit of the faculty, the experts decide to keep the recommendation and add the specific recommendation for a student boarding house which all parties consider to potential result in high benefits for the students and the implementation of the educational processes.

Criterion 3.3:

In line with a strengthening of forest operations in the curriculum, also the corresponding equipment needs to be adapted. As this goes together with the curricular development and the faculty is aware of that, the experts see no need for an additional requirement.

The faculty also agrees with the experts that the resource of the experimental forest should be monitored and used more intensely, especially together with the students (see also chapter 1.6). The experts are satisfied with the university's responsiveness but decide to keep the recommendation as an anchor for long-term development, as concrete strategy with specific measures should be developed and implemented in that regard.

Likewise, they also formalise the recommendation for the implementation of a structured and more efficient support and administration system for research and other third-party funding. This should be set comprehensively up at the university level.

Final assessment:

In general, the experts are satisfied with the human and physical resources of the faculty and the provided support services. Nevertheless, they see huge development potential in for the development of staff, students, and the practical teaching resources as well as financial management and formulate this in form of multiple recommendations.

In summary, the experts consider this criterion to be **fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Module handbook
- Website of the study programme

Preliminary assessment and analysis of the experts:
For both programmes, UANL has extensive module descriptions called analytical programmes which are provided to the students at the beginning of each semester via the learning management system. These module descriptions, which complement the curricular overviews, contain the necessary content-related and practical information for all modules, includes the module name, semester (study time), name of the coordinator, language of instruction, curriculum alignment, teaching methods, workload, credit points, module type, required and recommended prerequisites for module enrolment, module objectives/intended learning outcomes (purpose), a content outline structured by the different phases, examination formats and weighting, a reading list, and the date of last update. While the experts confirm that all relevant information is contained and students and staff can access them, they cannot find the module descriptions on the programmes websites which, according to the Self-Assessment Report, is due to a current revision of the material. The experts acknowledge that revision processes are in place but stress the importance of open access to the module descriptions for all stakeholders, including potential students as well as external stakeholders. They therefore recommend publishing the module descriptions on the programmes' websites next to the curricular overviews.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Transcript of Records of both degree programmes
- Sample Diploma Certificate of both degree programmes
- Sample Diploma Supplements of both degree programme
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, upon completion of the programmes, students are awarded a Diploma Certificate including a list of the completed modules and grades, as well as a Transcript of Records (Kardex) which lists all modules with their date of completion and number of exam attempts. However, the experts note that the thesis title is not provided. As this information is crucial for the assessment of the student performance and the completed programmes, the experts require the university to outline the thesis title in the final documentation. Moreover, the experts point out that all documents are only originally in

Spanish language. They generally recommend adding official English translations in the documents or issuing separate English versions to support and ease international recognition.

Moreover, it appears that currently no Diploma Supplement is issued. According to the Self-Assessment Report, a Diploma Supplement is currently being redeveloped at the university level, as evidenced by a template used for another faculty. This template integrates a Transcript of Records and a Diploma Supplement and is designed bilingually in Spanish and English. While the experts commend on that, they point out that some required information is still missing, including a final overall grade, information on the credit point system, statistical data that allows for an assessment of the graduate's achievements in comparison to a group (e.g. the study cohort) as well as information on the Mexican higher education system. To address these faults, the experts require UANL to ensure that all students are provided a Diploma Supplement which contains all the relevant information required by the ASIIN criteria.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- UANL academic model
- All regulations provided on the university's, faculty's, and programmes' websites
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

The foundation of UANL's operations is the UANL academic model. According to the Self-Assessment Report, all relevant administrative and academic regulations are published on the university's and faculty's websites, which the experts verify exemplarily. Based on that, the experts confirm that the rights and duties of both UANL respectively the Faculty of Forestry Sciences and the students are clearly defined and binding. The students receive all regulations and relevant materials in the language of the degree programmes at the beginning of each semester via the learning management system. However, as noted in chapter 1.1, the information about the programmes must be harmonised on all websites respectively in all official documents.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

Criterion 4.1:

In its statement, the faculty provides links to the published module descriptions which satisfies the experts so that they cancel their initial recommendation. The faculty also states that linked pages were online even before the audit. However, as the experts could not find them when they were searching for it, they suggest making the path to these particular websites more transparent for everybody to easily find them.

Criterion 4.2:

The faculty explains that the final documentation, including a the Kardex/ Transcript of Records, and a newly developed Diploma Supplement, is administered at the university level, and that the comments have been forwarded. In that regard, the experts mention to check whether the full required information, like e.g. the programme learning outcomes, information on the Mexican higher education system, and statistical data on the grades, is included in the draft Diploma Supplement. First Diploma Supplements based on a new template have already been issued by other faculties, but not yet by the FFS. Therefore, the experts sustain all requirements and recommendations in that regard.

Criterion 4.3:

The required harmonisation of the information regarding the learning outcomes has been mentioned in chapter 1.1.

Final assessment:

Overall, the experts commend on the information content and transparency of the regulations and the module descriptions. However, the shortcomings of the final documentation have not yet been resolved.

In summary, the experts consider this criterion to be **partly fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Quality plans for both programmes 2025-28
- Student survey report
- Student government boards website: https://www.uanl.mx/en/student-government-boards/
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UANL has implemented comprehensive quality assurance mechanisms both in terms of its academic and administrative operations. The system incorporates both internal and external quality assurance instruments. Several aspects of them have already been mentioned in previous parts of this report.

In terms of internal quality assurance, the main actors are multiple councils on different structural levels of the university, mainly the university council and the academic committee at the faculty level. The experts positively acknowledge that all kinds of internal university stakeholders, especially students, are involved in these committees and that, in addition, there is also a separate student council. Moreover, both programmes have an external advisory board constituted by external researchers and professors of the respective field and alumni of the programme who are selected depending on the topic to be discussed.

For both programmes, the faculty has established quality plans which outline objectives, concrete action plans, quality indicators, and responsibilities for the development of the programmes in different domains such as curriculum consolidation, student efficiency, research impact and infrastructure.

According to the Self-Assessment Report, instruments of the internal quality assurance system include, among others:

- Student satisfaction surveys and teaching evaluations
- Student progression, completion, and dropout statistics

- Curriculum and module evaluations
- Graduate and employer feedback

The experts generally commend UANL on its quality assurance system and also acknowledge the programme coordinators' explanations that annual student feedback meetings are organised. However, according to them, the participation of students is very low which explains why the students did not confirm that they receive feedback on their survey results. In that regard, the experts recommend UANL to more actively communicate and more prominently inform the students about the evaluation results.

In terms of external quality assurance, both programmes are subject to regular national programme accreditation. Moreover, the faculty is also highly engaged in international programme accreditation. Both programmes are undergoing an international accreditation procedure by ASIIN for the third time.

In summary, the experts confirm that the study programmes are subject to periodical internal quality assurance and that the results of these processes are incorporated in the further programme development. The quality assurance processes and responsibilities are defined and employ suitable instruments. Students are actively involved in the processes, although a more active approach should be taken with respect to the information of students to ensure that the feedback loop is fully closed.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

The university explains that the currently only orally delivered feedback to the students on evaluations and quality improvement measures, which is apparently not recognised and used by many students, is planned to be supplemented by written reports to ensure that students can access the information also independently. The experts are satisfied with this plan and consider their initial recommendation to be fulfilled already.

Final assessment:

Overall, the experts are satisfied with the faculty's extensive quality assurance system and the established procedures. Regular written quality improvement will benefit the transparency and communication of the actions taken back to the students.

In summary, the experts consider this criterion to be **fulfilled**.

E Additional Documents

Before preparing their final assessment, the panel asks that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- Official exam regulations
- Draft Diploma Supplements

F Comment of the Higher Education Institution (29.07.2026)

The following quotes the detailed statement of the institution:

- “Criterion 1
- Criterion 1.1 ASIIN report

ASIIN report: *General competencies are not su0iciently di0erentiated between the Bachelor’s and Master’s programmes. While both programmes follow the UANL Academic Model, the experts consider that the same general competencies should not be used as learning outcomes for two consecutive academic levels. They recommend distinguishing the competencies according to the respective qualification level and formulating them more concisely.*

FFS-International AC: FFS-International AC: We agree with this observation and acknowledge the importance of clearly di]erentiating the general competencies of the Bachelor's and Master's programmes. Both programmes are based on the UANL Academic Model, in which the general competencies are defined at the institutional level and therefore cannot be modified by the Faculty.

Nevertheless, we will communicate the experts' recommendation to the University's central administration and propose that the general competencies be reviewed to better reflect the di]erent qualification levels of Bachelor's and Master's programmes. At the faculty level, we will also revise the programme descriptions and supporting documentation to ensure that the expected competence levels of each programme are presented as clearly as possible and that the descriptions are concise, transparent, and consistent with the respective academic level.

ASIIN report: *Inconsistencies were identified on the programme websites. The published learning outcomes di0er between the Spanish and English versions of the Bachelor's programme (e.g. 18 instead of 5 programme-specific competencies in the English version), and the learning outcomes are missing from the Master's programme website. The experts require that all published information be harmonized across websites and o0icial publications.*

FFS-International AC: We agree with the experts' observation and will work with the University to harmonize, update, and complete the information published on the University's websites and other o]icial communication channels. This will ensure that the learning outcomes and all programme-related information are presented consistently and accurately across all publicly available sources.

ASIIN report: *The experts noted that feedback to external stakeholders could be more formally structured, although they acknowledged the faculty's close collaboration with industry and explicitly welcomed the planned implementation of tracer studies and more formal feedback mechanisms.*

FFS-International AC: The programme coordination will establish and implement structured feedback mechanisms with external stakeholders by defining the frequency, communication channels, responsibilities, and procedures for collecting and communicating feedback as part of the continuous quality assurance process.

Overall, we appreciate the experts' constructive recommendations and will continue to further enhance both study programmes. Our e]orts will focus on maintaining relevant, up-to-date, and internationally comparable qualifications while addressing the recommendations provided. In particular, we will revise the formulation of the general competencies to ensure a clear distinction between the Bachelor's and Master's qualification levels and harmonize the published learning outcomes across all university websites and o]icial information channels to ensure consistency and transparency.

- Criterion 1.2 ASIIN report

ASIIN report: *Bachelor of Forest Engineering (BFE): The experts consider that the curriculum should include more content related to forest operations to better support the engineering competence profile and fully justify the programme name (see Criterion 1.3).*

FFS-International AC: The FCF International Accreditation Committee acknowledges the need to strengthen the forest operations–related content within the Bachelor of Forest Engineering curriculum. The observations and recommendations provided by the ASIIN evaluation team will be carefully considered during the design and development of the new Study Plan 440 to further reinforce the engineering competence profile of the programme.

ASIIN report: *The experts identified an apparent inconsistency of the degree title on graduation certificates and the Self-Assessment Report, which states that graduates receive the academic degree "Bachelor of Science", and the example of the graduation certificate, which indicates "Forest Engineer." They therefore emphasize that the o0icially awarded Bachelor's degree should be explicitly stated on the graduation documents, even if graduates are entitled to use the professional designation Forest Engineer.*

FFS-International AC: There appears to be a misunderstanding regarding the degree title. The title **"Forest Engineer"** is not a protected professional title. The current study plan (Plan 430)

o]icially awards the academic degree **"Bachelor of Science in Forest Engineering"**, as stated in the Self-Assessment Report. The graduation certificates provided to the evaluation team, however, belonged to graduates from the previous study plans (Plans 401 and 420), which awarded di]erent degree titles according to the regulations in force at that time. Since no students from Plan 430 had graduated before the accreditation visit, no certificates bearing the current degree title were yet available. Graduates of Plan 430 should receive graduation certificates indicating the o]icial degree title **"Bachelor of Science in Forest Engineering"**, ensuring full consistency with the approved study plan and the information presented in the Self-Assessment Report.

However, it is also possible that the University emphasizes the professional designation **"Forest Engineer"** on the graduation certificate while omitting the academic degree designation **"Bachelor of Science."** This matter must be clarified by the deans of undergraduate and graduate studies with the University's central administration in Monterrey to ensure that the graduation documents accurately reflect the o]icially awarded academic degree.

- Criterion 1.3 ASIIN report

ASIIN report:

Bachelor of Forest Engineering (BFE)

Strengthen forest operations. The curriculum places a strong emphasis on forest conservation and management, while forest operations, harvesting technologies, forest roads, machinery, timber and non-timber forest products, and range management are underrepresented. Forest Operations is currently covered in only one 3-credit module, which the experts consider insu0icient for a forest engineering programme.

Expand social and legal aspects of forestry. The curriculum should provide more comprehensive coverage of land tenure, rural legislation, and collaboration with rural and indigenous communities, as these topics are essential for sustainable forest management in Mexico.

Reduce module fragmentation. The curriculum contains a very large number of relatively small modules, several of which show considerable thematic overlap. The experts recommend integrating related modules into larger, more coherent units (e.g., Biodiversity Conservation with Biodiversity Monitoring; Forest Products with Environmental Services Valuation).

FFS-International AC: The observations and suggestions of the ASIIN evaluation team will be taken into account during the development of the new Study Plan 440/450, with the aim of

further strengthening the engineering competence as well as social and legal aspects of the B.Sc. programme while ensuring its continued relevance and alignment with current academic and professional requirements.

- ***ASIIN report:***

The experts appreciate the university's regulations and institutional support for mobility but identify several areas requiring improvement:

- *Student mobility remains limited, particularly in the Bachelor's programme.*
- *Major barriers include:*
- *financial constraints,*
- *limited English proficiency,*
- *increasing restrictions from partner universities,*
- *insu0icient flexibility in credit recognition.*

Although the *seventh semester is designated as a mobility window, it is not e0ectively structured to facilitate exchanges, and students frequently need additional courses or an extra semester after studying abroad.*

The experts therefore recommend:

- *redesigning the mobility window to improve curricular flexibility,*
- *facilitating credit recognition,*
- *expanding outbound and inbound mobility opportunities through stronger programme-specific international partnerships.*

FFS-International AC: The FFS is aware of the problem and appreciates the observations and recommendations provided by the ASIIN evaluation team. These recommendations will be carefully considered during the development of the new Study Plans 440/450, with the objective of further improving the flexibility of the B.Sc. programme and facilitating student mobility and academic exchange within the framework of the Faculty's academic and administrative possibilities.

The Faculty recognizes the importance of international mobility and is committed to implementing those improvements that are within its sphere of responsibility. At the same time, it should be noted that some of the obstacles to student exchange are related to university-wide regulations and administrative requirements, which cannot be modified at the faculty level.

Nevertheless, the FFS will formally communicate the evaluation team's observations and recommendations to the University's central administration so that they can be considered in future institutional initiatives aimed at strengthening internationalization and student mobility.

- Criterion 1.4 ASIIN report

ASIIN report: *The main concerns raised by the ASIIN experts relate to the Master's admission framework and the relatively low student demand and retention rates. For the M.Sc. programme, the experts note that the programme comprises only 80 ECTS credits and recommend ensuring that all admitted students achieve the equivalent of at least 300 ECTS credits upon graduation by requiring Bachelor's degrees equivalent to at least 220 ECTS or by introducing bridging courses for applicants with lower credit volumes.*

FFS-International AC: The requirement that students should accumulate the equivalent of 300 ECTS credits upon completion of a Master's degree was new information for the Faculty of Forestry Sciences. Since the credit volume of the M.Sc. programme is fixed by UANL regulations at 80 credits, modifications to the Master's curriculum are not possible at the Faculty level. Therefore, possible adjustments would need to be implemented at the Bachelor's level during the development of the new Study Plan 440 or a subsequent revision (e.g., Study Plan 450).

The International Accreditation Committee is already aware of the need to review and optimize the credit allocation of the Bachelor's curriculum, and several options are currently being discussed. One possibility would be to increase the total credit load of the programme to the equivalent of 220 ECTS credits. However, such an increase would most likely require extending the programme duration from the current nine semesters (198 credits) to ten semesters (approximately 220 credits) according to the Academic Model 2026 (https://www.uanl.mx/wp-content/uploads/2026/06/modelo-academico-tsu-pa-y-lic-2026_compressed.pdf). The Faculty considers that extending the study period could have a negative impact on student recruitment, which is already a significant challenge for the programme.

Therefore, the experts' suggestion of introducing bridging courses for applicants whose previous qualifications do not meet the required credit volume is considered a valuable and practical solution, particularly in view of the considerable diversity of national higher education systems and degree requirements worldwide. The Faculty of Forestry Sciences appreciates this recommendation and will carefully evaluate its implementation during future revisions of the admission regulations and curriculum planning. Such a measure would facilitate the

admission of national/international applicants while ensuring compliance with internationally recognized academic standards.

ASIIN report: *Furthermore, the experts observe that both the B.Sc. and M.Sc. programmes receive fewer applicants than the available admission capacity, resulting in the admission of nearly all applicants. While they recognize that this situation is largely influenced by external factors, such as the rural location of the Faculty, competition with programmes in Monterrey, and limited local infrastructure, they encourage the Faculty to continue strengthening its recruitment e0orts. Finally, the experts express concern about the comparatively high dropout rates in the Bachelor's programme and question whether all admitted students are su0iciently prepared for the academic demands. At the same time, they acknowledge and appreciate the Faculty's ongoing measures to improve student retention, including the common first- year curriculum, enhanced academic support, and closer student supervision.*

FFS-International AC: As mentioned above, the FFS is fully aware of the challenges related to student enrolment and retention and remains committed to implementing measures aimed at increasing student recruitment and reducing dropout rates.

- Criterion 1.5 ASIIN report

ASIIN report: *The allocated credits appear to underestimate the actual student workload, particularly in the B.Sc. programme, as the total credits (217 ECTS) are considerably below the workload expected for a full-time programme according to the UANL Academic Model (270 ECTS).*

FFS-International AC: We are not entirely sure how the figure of 270 credits was derived. According to both the UANL Academic Model 2022 and the Academic Model 2026 (https://www.uanl.mx/wp-content/uploads/2026/06/modelo-academico-tsu- pa-y-lic-2026 compressed.pdf), the recommended total number of credits for undergraduate programmes is determined by the planned programme duration (Academic Model 2026, p. 46). Based on these guidelines, the current Bachelor of Science in Forest Engineering programme is more appropriately aligned with a duration of 10 semesters, particularly if the curriculum is adjusted to approximately 220 credits, as indicated in Table 1.

Extending the degree programme by one semester, beyond the university's recommendations, could have unintended negative consequences. In particular, this could lead to a further decline in student numbers and undermine the programme's competitiveness compared with other UANL bachelor's degree programmes that adhere to the university's internal credit

point system. For this reason, future adjustments to the curriculum and the allocation of credit points will be carefully reviewed to ensure compliance with the UANL's academic model, whilst maintaining the academic quality, attractiveness and competitiveness of the degree programme.

Table 1. Total Credits and Duration of the Study Programme (SP) according to the Academic Model 2026.

Planned[1]	Minimum[3]	Maximum[4]	Recommended Credits in the Study Plan[5]
5[2]	4	8	110
8	6	13	176
9	6	15	198
10	7	16	220

Notes

1. Proposed duration for the planned academic pathway.
2. For University Higher Technician and Associate Professional programmes.
3. According to the maximum number of credits that can be enrolled per year and the total number of credits in the study programme. Formula:

(Total credits in the study plan × 2) ÷ 66 credits (maximum per year) = Number of semesters required to complete the study plan.

4. Based on twice the planned duration of the first cycle, plus the maximum duration of the second cycle, equivalent to 1.5 times the planned duration.

5. Recommended total number of credits according to the duration of the study programme. The total credits assigned to the curriculum may vary by ±10% from the recommended credit value.

ASIIN report: *Independent study time is considered too low, especially in the Bachelor's programme, where only about 10–16% of the workload is allocated to self- study. This is viewed as unrealistic considering the reported workload, examinations, laboratory activities, and field trips.*

FFS-International AC: We agree with this observation and will take the recommendation into account during the development of the next study plan.

ASIIN report: *The workload reported in the student survey is considered inconsistent with reality. During the site visit, students indicated that their independent workload is higher than reflected in the o0icial documentation, particularly for laboratory-based modules.*

FFS-International AC: We will review this issue carefully. The reported workload was based on the results of the student surveys and the regular teaching evaluations. If inconsistencies exist between the documented data and the students' statements during the on-site visit, they may be due to di]erences between the written survey responses and the oral feedback provided during the interviews. The Faculty's Student A]airs O]ice will further investigate this matter and, if necessary, take the findings into account in future workload evaluations and curriculum planning.

ASIIN report: *The Master's programme presents a more plausible distribution of independent workload, but the experts question why its overall workload, expressed in credits, is lower than expected for a full-time programme and even lower than the Bachelor's programme.*

FFS-International AC: The programme structure is determined by the UANL Academic Model and the institutional regulations governing Master's degree programmes. Consequently, these requirements define the overall workload, credit allocation, and programme duration.

ASIIN report: The distribution of workload across semesters is considered unbalanced, with the fifth semester of the Bachelor's programme representing a particularly high workload due to the concentration of modules.

FFS-International AC: We fully agree with this point and will take it into account during the next revision of the study programme.

ASIIN report: Regular workload evaluations are considered insu]icient. The experts found no evidence that workload is systematically evaluated at module level on a regular basis, and students could not confirm participating in such evaluations.

FFS-International AC: There is already a component within the teacher evaluation system that assesses the workload at the individual module level. The results of this evaluation are provided as feedback to each instructor, enabling them to review, adjust, and continuously improve the workload and learning activities within their respective modules. We agree, however, that additional instruments are needed to systematically evaluate the overall student workload at the programme level at the end of each semester. This recommendation will be considered in the further development of our quality assurance processes.

Please keep in mind, that students often fail to make use of free periods or spare moments at the faculty when they should be completing assignments, and as a result, a fair amount of work ends up piling up. For example, many lecturers replace part of the scheduled face-to-face instruction with homework or other independent learning activities. However, these adjustments are often not formally reflected in the documented workload of the modules, which may contribute to the discrepancy identified by the evaluation team.

- Criterion 1.6 ASIIN report

ASIIN report: *The experts identify several areas for improvement. They recommend making greater use of the 1,000-ha experimental forest for practical training and long- term research, particularly in silviculture, forest ecology, growth, and geobotany.*

FFS-International AC: Thank you very much for this recommendation. We fully agree with the suggestion and will take it into account during the further development of the study programme. This recommendation can be implemented without any di]iculties.

ASIIN report: *The team of evaluators also recommend substantially strengthening practical and theoretical training in forest operations, including timber harvesting, planning, assessment, engineering, and forest work science, potentially through collaboration with forestry contractors.*

FFS-International AC: This topic is particularly challenging in our region, as the main timber harvesting areas, such as Durango and Chihuahua, are approximately 10 hours away from Linares. Nevertheless, we will explore feasible opportunities to strengthen the practical training in timber harvesting and further improve students' hands-on experience.

ASIIN report: Experts note that students' soft skills—especially problem-solving, communication, independent thinking, and teamwork—should be developed more systematically within the teaching methodology. While they consider the Bachelor programme's limited emphasis on research methodology appropriate for its practical orientation, they encourage continued strengthening of scientific competencies where possible.

FFS-International AC: This result was quite surprising to us, as students work extensively in teams across many modules and complete numerous team-based assignments. Nevertheless, the programme coordinators and study deans will carefully examine how these competencies can be further strengthened and identify appropriate measures to improve this aspect of the programme.

- Criterion 2
- Criterion 2.1 ASIIN report

ASIIN report: *Too many assessment components (Recommendation):*

The experts consider the large number of small assessment components (sometimes contributing only 2–5% of the final grade) excessive. They believe this creates unnecessary pressure on students and lecturers and results in superficial rather than in-depth assessment of competencies. They recommend reducing the number of assessments per module and replacing them with fewer, broader, and more integrative examinations.

FFS-International AC: We agree with this observation. The Dean of Student A]airs and the programme coordinators will inform the teaching sta] accordingly. We do not anticipate any di]iculties in reducing or adjusting the number of assessment components per module in order to improve the e]ectiveness and depth of student assessment.

ASIIN report: *Lack of practical field examinations (Recommendation):*

Although the current examination formats are considered appropriate overall, the experts note that all examinations are conducted at the university and that there are no practical examinations in the forest. They recommend introducing practical field-based examinations

in suitable modules, as this would better reflect the programme's practical orientation and would also be appreciated by students.

FFS-International AC: We agree with this observation. Practical field examinations, which are common in Germany, are currently not part of our study programmes and are generally uncommon within our institution. The programme coordinators and the deans will discuss this recommendation and explore opportunities for improvement. We believe that several faculty members would be willing to introduce practical field examinations in suitable modules where they would enhance the assessment of students' practical competencies.

ASIIN report: *Bachelor's thesis requirement (Requirement):*

The experts conclude that the professional internship report does not meet the academic standards of an independent scientific Bachelor's thesis regarding methodology, content, and formal requirements. Since only students choosing the research internship complete a Bachelor's thesis, the experts require UANL to ensure that all students in the Bachelor of Forest Engineering programme complete a graduating work at the scientific level of a Bachelor's thesis as evidence of their ability to conduct independent research.

FFS-International AC: We fully agree with this requirement and will consider the mandatory inclusion of a Bachelor's thesis in the next redesign of the programme (Study Plans 440 and 450) to ensure that all students complete an independent scientific graduation project.

- Criterion 3
- Criterion 3.1 ASIIN report

ASIIN report: *High teaching workload and limited flexibility: The experts question how sta0 can balance teaching, research, lecture preparation, and assessment, since these activities are not fully reflected in the o0icial workload allocation. The nationally regulated teaching quota limits flexibility and reduces opportunities for research.*

Need for more flexible workload allocation: The experts recommend that UANL provide greater flexibility in distributing teaching and research duties, allowing sta0 to adapt their workload according to research projects and other academic responsibilities.

FFS-International AC: We acknowledge the experts' observation that teaching workload and the limited flexibility in workload allocation represent a challenge for the academic sta]. At the same time, it should be noted that these aspects are largely defined by university-wide regulations and national requirements and therefore cannot be modified at the faculty level. The continuous evaluation of both teaching and research performance

creates sustained pressure on academic sta] to meet high standards in both areas. In practice, achieving excellence simultaneously in teaching and research can be demanding, and academic sta] members often develop individual strengths, with some contributing more intensively to research while others place greater emphasis on teaching. Nevertheless, the Faculty values the experts' recommendation and will communicate this observation to the university authorities as constructive feedback for future discussions on workload policies. While substantial changes depend on institutional and regulatory decisions beyond the Faculty's authority, the recommendation provides valuable input for ongoing dialogue on improving the balance between teaching, research, and other academic responsibilities.

ASIIN report: *Greater involvement of practitioners: Although the increasing participation of industry representatives is viewed positively, the current workload regulations discourage their integration because guest lectures are deducted from academic sta0 teaching hours. The experts recommend strengthening practitioner involvement while providing more flexible workload regulations.*

FFS-International AC: We appreciate the experts' recommendation to further strengthen the involvement of practitioners in teaching. However, we would like to clarify that the integration of practitioners does not necessarily imply a deduction of teaching hours from the academic sta]. In several modules, practitioners and external experts already contribute to the teaching process alongside faculty members, enriching the learning experience through complementary expertise. It is therefore possible that a misunderstanding arose during the discussions on site.

At the same time, it should be noted that, from an institutional perspective, the University must also consider the e]icient allocation of financial resources. Consequently, the simultaneous assignment of both an academic sta] member and an external practitioner to the same teaching session is not always feasible. Nevertheless, the Faculty will continue to seek appropriate opportunities to increase the participation of practitioners within the existing institutional framework and available resources.

ASIIN report: *Improvement of English language skills: While the sta0 development programme is considered a strength, the experts recommend giving higher priority to English language training to facilitate greater integration of English into teaching and strengthen internationalisation.*

FFS-International AC: The integration of English into both study programmes has been discussed on several occasions within the committee of deans and programme coordinators. At present, however, there are no concrete initiatives to further implement English-medium teaching. It is hoped that the recommendations provided by the ASIIN experts will

encourage renewed reflection on this topic and support future discussions on gradually introducing modules taught in English, particularly at the Master's level, where such an approach could further strengthen the programme's international profile while remaining consistent with the University's policies and strategic priorities.

- Criterion 3.2 ASIIN report

ASIIN report: *Limited integration with central UANL services: Due to the faculty's location in Linares, students appear to have limited access to university-wide services and are not fully integrated into UANL's central support structures.*

FFS-International AC: We acknowledge this observation and agree that strengthening the connection between the Faculty and UANL's central student support services would further benefit our students. The Student A]airs O]ice, the Programme Coordinators, and the O]ice of External Relations (Vinculación) will work together to identify and implement measures that improve students' awareness of and access to the university's central support structures, including services related to internationalisation, career development, and extracurricular activities.

At the same time, we would like to note that considerable e]orts have already been made to connect our students with university-wide activities. These include the provision of free transportation to events and activities held in Monterrey, as well as the active dissemination of opportunities through faculty communication channels. Participation in these events has generally been strongest among members of the Student Representative Board, who also serve as multipliers by encouraging the involvement of their fellow students. Furthermore, it should be taken into consideration that students typically miss an entire day of classes when attending a one-hour event in Monterrey due to the travel time between the Linares campus and the main university campus. This logistical challenge often discourages participation, as many students perceive that the benefits of attending do not outweigh the time and academic commitments involved. Nevertheless, we recognise the need to further increase student awareness and participation and will continue to strengthen collaboration with the relevant central university o]ices.

ASIIN report: *Insufficient awareness of opportunities: Students seem to be insu0iciently informed about mobility and internationalisation opportunities, the university career centre, and other institutional support services.*

FFS-International AC: We do not agree with this observation. Over the past four years, the Dean, Academic Dean and the Programme Coordinators have placed a strong emphasis on promoting student mobility and international academic exchange. Considerable time and

e]ort have been invested in providing individual counselling and guidance to students regarding exchange opportunities, partner universities, application procedures, and credit recognition. Despite these sustained e]orts, student participation remains limited due to factors beyond the faculty's direct control, such as financial constraints, language barriers, personal circumstances, and university-wide requirements and regulations.

ASIIN report: *Limited access to extracurricular activities: University-level sports, arts, cultural activities, and clubs located in Monterrey are not readily accessible to forestry students. Recommendation to strengthen institutional links: The experts recommend improving the connection between the faculty and central university o0ices (e.g., International O0ice and Career Centre).*

FFS-International AC: We agree with the experts' observation that the geographical location of Linares influences the availability of some university-wide extracurricular services compared to the main UANL campus in Monterrey. As a medium-sized town, Linares naturally o]ers fewer opportunities than a large metropolitan area. However, the range of extracurricular and student support services has improved considerably over the past fifteen years.

The city currently o]ers more than six public cultural centres where students can participate free of charge in activities such as music, painting, dance, theatre, and other artistic disciplines. In addition, more than 30 online cultural courses are available. Psychological counselling and social support services are also provided through the Centros Comunitarios de Linares.

Beyond these public services and public sport clubs, students have access to numerous private sports clubs and music and dance academies o]ering activities such as football, basketball, volleyball, handball, athletics, swimming, and other recreational programmes. Although these private activities require a fee, they considerably expand the extracurricular opportunities available in the region.

The Faculty of Forest Sciences further promotes student well-being by o]ering extracurricular sports activities, including football, basketball, and volleyball, thereby complementing the recreational opportunities available within the local community. In addition, the Faculty actively encourages students to participate in university-wide academic, cultural, and sporting events organised by UANL in Monterrey, fostering their integration into the broader university community, often o]ering free transportation to interested students.

ASIIN report: *Student housing: The experts suggest that establishing a boarding house or university-supported student housing would significantly improve logistics, reduce financial burdens for students, and enhance student recruitment.*

FFS-International AC: We fully agree that this would be a valuable improvement. We hope that UANL will consider investing in a student boarding house in the near future, as it would significantly enhance students' living conditions, facilitate access to the faculty, and further strengthen student recruitment.

- Criterion 3.3 ASIIN report

ASIIN report: *Research funding: External research funding is perceived as scarce and highly competitive. The application and administrative procedures are considered excessively time-consuming relative to the funding received, discouraging many sta0 members from applying. The experts recommend establishing a more structured and e0icient support system for research funding applications and administration.*

FFS-International AC: We fully agree with this observation. The Dean of the Faculty and the Dean of Quality Management will communicate this recommendation to the relevant central administrative o]ice of UANL for further consideration.

ASIIN report: *Forest operations equipment: The laboratory equipment for forest operations is considered insu0icient (currently mainly two chainsaws). The experts recommend strengthening the available equipment in this area.*

FFS-International AC: The Dean of the Faculty is aware of the need to further strengthen the equipment available for forest operations, as well as for other laboratory areas. The Faculty's administrative team will take this need into account in future budget planning and resource allocation and will seek to progressively enhance the equipment for forest operations alongside the continuous improvement of the other teaching and research laboratories.

ASIIN report: *Experimental forest: The experimental forest is regarded as an underutilized resource. The experts recommend better documentation and more intensive use for teaching and research, including the establishment of permanent sample plots, long-term monitoring of vegetation and soils, and involving students in data collection and analysis.*

Documentation: The experts specifically recommend improving the documentation of the experimental forest as part of the faculty's long-term development strategy.

FFS-International AC: The current administration of the Experimental Forest fully supports this recommendation. The Dean and the Vice Deans will actively encourage and support the academic staff in making greater use of the Experimental Forest for teaching, research, and long-term monitoring activities.

- Criterion 4
- Criterion 4.1 ASIIN report

ASIIN report: *The experts positively evaluated the module descriptions ("analytical programmes"). The only criticism concerns transparency and public accessibility. Although the Self-Assessment Report states that the module descriptions are being revised, the experts could not find them on the programme websites. They emphasize that module descriptions should be publicly accessible not only for enrolled students but also for prospective students and external stakeholders.*

Recommendation: Publish the complete module descriptions on the programme websites alongside the curricular overviews once the revision process is completed.

FFS-International AC: Thank you very much for this positive feedback. We fully agree that publishing the analytical programmes on the website would not only increase transparency but also serve as valuable promotion for our study programmes. Actually, they were published before the on-site-visit:

- Bachelor of Science in Forest Engineering: https://www.uanl.mx/programas-analiticos-ingenieria-forestal/
- Master of Science in Forestry Sciences: https://fcf.uanl.mx/maestria-en- ciencias-forestales-2/programas-analiticos/

- Criterion 4.2 ASIIN report

ASIIN report: *The experts identified several deficiencies in the graduation documentation. The current Transcript of Records/Kardex does not include the thesis title, which they consider essential for assessing graduates' academic achievements. In addition, all graduation documents are issued only in Spanish, and the experts recommend providing o0icial English versions to facilitate international recognition. A more significant concern is that a Diploma Supplement is not yet being issued. Although UANL is developing a bilingual Diploma Supplement, the current template is still incomplete. The experts require that it include the final overall grade, an explanation of the credit system, statistical information to place the*

graduate's performance in context (e.g. cohort comparison), and a description of the Mexican higher education system. They require UANL to ensure that all graduates receive a complete Diploma Supplement that fully complies with the ASIIN criteria.

FFS-International AC: Thank you very much for your valuable recommendations and observations. We have forwarded this information to the Vice Dean for Quality Management at the FFS and to the person responsible for the development of the Diploma Supplement at the UANL Head O]ice for consideration during the ongoing revision process.

- Criterion 4.3 ASIIN report

ASIIN report: *The only criticism concerns the lack of consistency in programme information across o0icial sources. The experts recommend that the information about the study programmes be harmonised across all university and faculty websites and in all o0icial documents, as previously noted in Criterion 1.1.*

FFS-International AC: We agree with this recommendation and will improve the consistency of our programme information across all o]icial sources, ensuring that the information presented on university and faculty websites, as well as in all o]icial programme documents, is fully harmonised and up to date.

- Criterion 5
- Criterion 5.1 ASIIN report

ASIIN report: *The criticism in this section is relatively minor and focuses mainly on the communication of quality assurance results rather than on the system itself:*

  - *Low student participation in the annual student feedback meetings was observed.*
  - *Students interviewed during the site visit could not confirm that they receive feedback on the results of the surveys, indicating that the feedback loop is not fully closed.*
  - *The experts recommend that UANL communicate the evaluation results more actively and visibly to students.*
  - *Although students formally participate in quality assurance processes, their involvement should be strengthened through better communication and dissemination of survey outcomes.*

FFS-International AC: The Vice Deans and Programme Coordinators will further strengthen the feedback loop by improving the communication of evaluation results to students. During the accreditation process, it became apparent that oral feedback alone may not be su]icient to ensure that students are fully informed about the outcomes of surveys and the resulting improvement measures. Therefore, additional written communication mechanisms will be considered.

As one measure to promote transparency, the Self-Assessment Reports prepared for the ASIIN accreditation are available in printed form in the Faculty Library and can be consulted by students, teaching sta], and other interested stakeholders. The reports of the national accreditation with COMEAA can be added in future.

This provides all interested parties with the opportunity to review the reports and become informed about the evaluation results, quality assurance processes, and the continuous improvement measures implemented by the Faculty.

G Summary: Expert recommendations (30.06.2026)

Taking into account the additional information and the comments given by UANL the experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Forest Engineering	With requirements for one year	30.09.2032
Ma Forestry Sciences	With requirements for one year	30.09.2032

Requirements

For both programmes

A 1. (ASIIN 1.1) Distinguish the general competencies for both academic levels and formulate them briefly and concisely.

A 2. (ASIIN 1.1, 4.3) Harmonise the published programme information including the learning outcomes on all university and faculty websites.

A 3. (ASIIN 1.5) Transparently evaluate the student workload and assign the credits accordingly.

A 4. (ASIIN 4.2) Outline the thesis title in the final documentation.

A 5. (ASIIN 4.2) Ensure that all students are provided a Diploma Supplement which contains all the relevant information required by the ASIIN criteria.

For BFE

A 6. (ASIIN 1.3) Strengthen the topics of land tenure, rural legislation, and forest operations in the curriculum.

A 7. (ASIIN 2) Ensure that all students write a graduating work at the scientific level of a Bachelor's thesis.

For MFS

A 8. (ASIIN 1.4, 1.5) Ensure that the students complete a credit equivalent of at least 300 ECTS by completing the Master's programme.

Recommendations

For both programmes

E 1. (ASIIN 1.3) It is recommended to further expand both outbound and inbound student mobility.

E 2. (ASIIN 2) It is recommended to carry out fewer but more comprehensive examinations that allow for a more thorough evaluation of students' understanding.

E 3. (ASIIN 3.1) It is recommended to offer the academic staff more flexibility in their workload distribution and strengthen the involvement of practitioners/ the industry in the teaching.

E 4. (ASIIN 3.2) It is recommended to further strengthen the connection of the faculty/ students to central university offices and student services and establish a boarding house in Linares.

E 5. (ASIIN 3.3) It is recommended to establish a structured support system for research funding applications and administration.

E 6. (ASIIN 3.3) It is recommended to make a better assessment and description of the experimental forest.

E 7. (ASIIN 4.2) It is recommended to issue the Diploma Certificate and Transcript of Records also in English to facilitate international recognition.

For BFE

E 8. (ASIIN 1.3) It is recommended to integrate related modules into larger entities.

E 9. (ASIIN 1.3, 1.5) It is recommended to restructure the mobility window and offer more flexibility for credit recognition.

E 10. (ASIIN 1.5) It is recommended to more evenly distribute the credits across the semesters.

H Comment of the Technical Committee 08 - Agriculture, Forestry and Food Sciences (16.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and notes that, despite being a reaccreditation, the experts identified a number of critical points concerning both formalities/ programme organisation as well as content-specific issues. At the same time, the report also reflects the difficult standing of the comparatively small faculty which is part of the huge UANL in the metropole city of Monterrey but, due to its location in a rural area, has very different challenges compared to other faculties. In that regard, the Technical Committee notes several structural and regulatory issues such as the credit hour system and the need for a mandatory scientific Bachelor's thesis that have been critically mentioned also in other procedures at the university, including the previous accreditation of the two programmes under review. Concerning the credit system, the Technical Committee stresses the experts' point of view that the problem does not concern the actual workload the students invest in their studies, but the way it is accounted for which gives the impression that the total workload does not correspond to a full-time programme. Besides that, the Technical Committee discusses A6 regarding the curricular topics, as it considers this kind of curricular requirement to interfere quite strongly with the university's freedom in terms of programme design. The mentioned topics are, without doubt, important topics in the field of forestry but, as the formulation of the requirement to "strengthen" them suggests that the topics are covered to some extent which would be mandatory, the programme should decide for itself how to weight the different topics in the curriculum, given the local demands. Therefore, the Technical Committee decides to transform this requirement into a recommendation. All other requirements and recommendations are confirmed.

The Technical Committee 08 – Agriculture, Forestry and Food Sciences recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**
Ba Forest Engineering	With requirements for one year	30.09.2032
Ma Forestry Sciences	With requirements for one year	30.09.2032

Requirements

For both programmes

A 1. (ASIIN 1.1) Distinguish the general competencies for both academic levels and formulate them briefly and concisely.

A 2. (ASIIN 1.1, 4.3) Harmonise the published programme information including the learning outcomes on all university and faculty websites.

A 3. (ASIIN 1.5) Transparently evaluate the student workload and assign the credits accordingly.

A 4. (ASIIN 4.2) Outline the thesis title in the final documentation.

A 5. (ASIIN 4.2) Ensure that all students are provided a Diploma Supplement which contains all the relevant information required by the ASIIN criteria.

For BFE

A 6. (ASIIN 2) Ensure that all students write a graduating work at the scientific level of a Bachelor's thesis.

For MFS

A 7. (ASIIN 1.4, 1.5) Ensure that the students complete a credit equivalent of at least 300 ECTS by completing the Master's programme.

Recommendations

For both programmes

E 1. (ASIIN 1.3) It is recommended to further expand both outbound and inbound student mobility.

E 2. (ASIIN 2) It is recommended to carry out fewer but more comprehensive examinations that allow for a more thorough evaluation of students' understanding.

E 3. (ASIIN 3.1) It is recommended to offer the academic staff more flexibility in their workload distribution and strengthen the involvement of practitioners/ the industry in the teaching.

E 4. (ASIIN 3.2) It is recommended to further strengthen the connection of the faculty/ students to central university offices and student services and establish a boarding house in Linares.

E 5. (ASIIN 3.3) It is recommended to establish a structured support system for research funding applications and administration.

E 6. (ASIIN 3.3) It is recommended to make a better assessment and description of the experimental forest.

E 7. (ASIIN 4.2) It is recommended to issue the Diploma Certificate and Transcript of Records also in English to facilitate international recognition.

For BFE

E 8. (ASIIN 1.3) It is recommended strengthening the topics of land tenure, rural legislation, and forest operations in the curriculum.

E 9. (ASIIN 1.3) It is recommended to integrate related modules into larger entities.

E 10. (ASIIN 1.3, 1.5) It is recommended to restructure the mobility window and offer more flexibility for credit recognition.

E 11. (ASIIN 1.5) It is recommended to more evenly distribute the credits across the semesters.

I Decision of the Accreditation Commission (25.09.2026)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses the procedure and agrees with the proposal of the Technical Committee to downgrade the aspect of the coverage of land tenure, rural legislation, and forest operations in the curriculum to a recommendation. Moreover, in accordance with a general decision regarding the interpretation of the applicable accreditation criteria, it is considered that the completion of 300 ECTS credits, cumulated for the Bachelor's and the Master's degree, is only a recommended reference value but no compulsory number. Therefore, the Accreditation Commission decides to transform the former requirement A7 into a recommendation. Besides this, the Accreditation Commission decides to split the former recommendation E3 into two separate recommendations and makes multiple editorial changes in the wording of two requirements and recommendations.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Forest Engineering	With requirements for one year	30.09.2032
Ma Forestry Sciences	With requirements for one year	30.09.2032

Requirements

For both programmes

A 1. (ASIIN 1.1) Distinguish the general competencies for both academic levels and formulate them briefly and concisely.

A 2. (ASIIN 1.1, 4.3) Harmonise the published programme information including the learning outcomes on all university and faculty websites.

A 3. (ASIIN 1.5) Transparently evaluate the student workload and assign the credits accordingly.

A 4. (ASIIN 4.2) Outline the thesis title in the final documentation.

A 5. (ASIIN 4.2) Ensure that all students are provided a Diploma Supplement which contains all the relevant information required by the ASIIN criteria.

For BFE

A 6. (ASIIN 2) Ensure that the programme includes a final thesis or project demonstrating the student's ability to independently undertake an academic task at an appropriate level.

Recommendations

For both programmes

E 1. (ASIIN 1.3) It is recommended to further expand both outbound and inbound student mobility.

E 2. (ASIIN 2) It is recommended to carry out fewer but more comprehensive examinations that allow for a more thorough evaluation of students' understanding.

E 3. (ASIIN 3.1) It is recommended to offer the academic staff more flexibility in their workload distribution.

E 4. (ASIIN 3.1) It is recommended to strengthen the involvement of practitioners/ the industry in the teaching.

E 5. (ASIIN 3.2) It is recommended to further improve access of the faculty/ students to central university offices and student services and establish housing facilities in Linares.

E 6. (ASIIN 3.3) It is recommended to establish a structured support system for research funding applications and administration.

E 7. (ASIIN 3.3) It is recommended to make a better assessment and description of the experimental forest.

E 8. (ASIIN 4.2) It is recommended to issue the Diploma Certificate and Transcript of Records also in English to facilitate international recognition.

For BFE

E 9. (ASIIN 1.3) It is recommended strengthening the topics of land tenure, rural legislation, and forest operations in the curriculum.

E 10. (ASIIN 1.3) It is recommended to integrate related modules into larger entities.

E 11. (ASIIN 1.3, 1.5) It is recommended to restructure the mobility window and offer more flexibility for credit recognition.

E 12. (ASIIN 1.5) It is recommended to more evenly distribute the credits across the semesters.

For MFS

E 13. (ASIIN 1.4, 1.5) It is recommended that students complete a credit equivalent of 300 ECTS by completing the Master´s programme.

Appendix: Programme Learning Outcomes and Curricula

As outlined in the Self-Assessment Report, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor in Forest Engineering:

I. General competences (UANL)

Instrumental competences

G1. Apply independent learning strategies at different levels and in different fields of knowledge, enabling them to make timely and relevant decisions in their personal, academic, and professional lives.

G2. Use logical, formal, mathematical, iconic, verbal, and nonverbal language according to their stage of life to understand, interpret, and express ideas, feelings, theories, and currents of thought with an ecumenical approach.

G3. Manage information and communication technologies as a tool for accessing information and transforming it into knowledge, as well as for learning and collaborative work with cutting-edge techniques that enable constructive participation in society.

G4. Master their mother tongue in spoken and written form with accuracy, relevance, timeliness, and ethics, adapting their message to the situation or context for the transmission of ideas and scientific findings.

G5. Employ logical, critical, creative, and proactive thinking to analyze natural and social phenomena that enable them to make relevant decisions in their sphere of influence with social responsibility.

G6. Use a second language, preferably English, clearly and correctly to communicate in everyday, academic, professional, and scientific contexts.

G7. Develop interdisciplinary, multidisciplinary, and transdisciplinary academic and professional proposals in accordance with global best practices to promote and consolidate collaborative work.

G8. Use traditional and cutting-edge research methods and techniques for the development of their academic work, the practice of their profession, and the generation of knowledge.

Personal and social interaction skills

G9. Maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national, and international context with the aim of promoting peaceful coexistence.

G10. Address the challenges of contemporary society at the local and global levels with a critical attitude and human, academic, and professional commitment to help consolidate general well-being and sustainable development.

G11. Practice the values promoted by the UANL: truth, fairness, honesty, freedom, solidarity, respect for life and others, peace, respect for nature, integrity, ethical behavior, and justice, in their personal and professional lives to contribute to building a sustainable society.

Integrating competencies

G12. Develop innovative proposals based on a holistic understanding of reality to help overcome the challenges of the interdependent global environment.

G13. Assume leadership committed to social and professional needs to promote relevant social change.

G14. Resolve personal and social conflicts in accordance with specific techniques in the academic field and their profession for proper decision-making. Achieve the adaptability required by the uncertain social and professional environments of our time to create better living conditions.

II. Specific competences

E1. Design and implement ecosystem management plans by integrating relevant social, biological, physical, and economic data obtained through field instruments and geographic information systems (GIS), with the aim of promoting the sustainable use of natural resources.

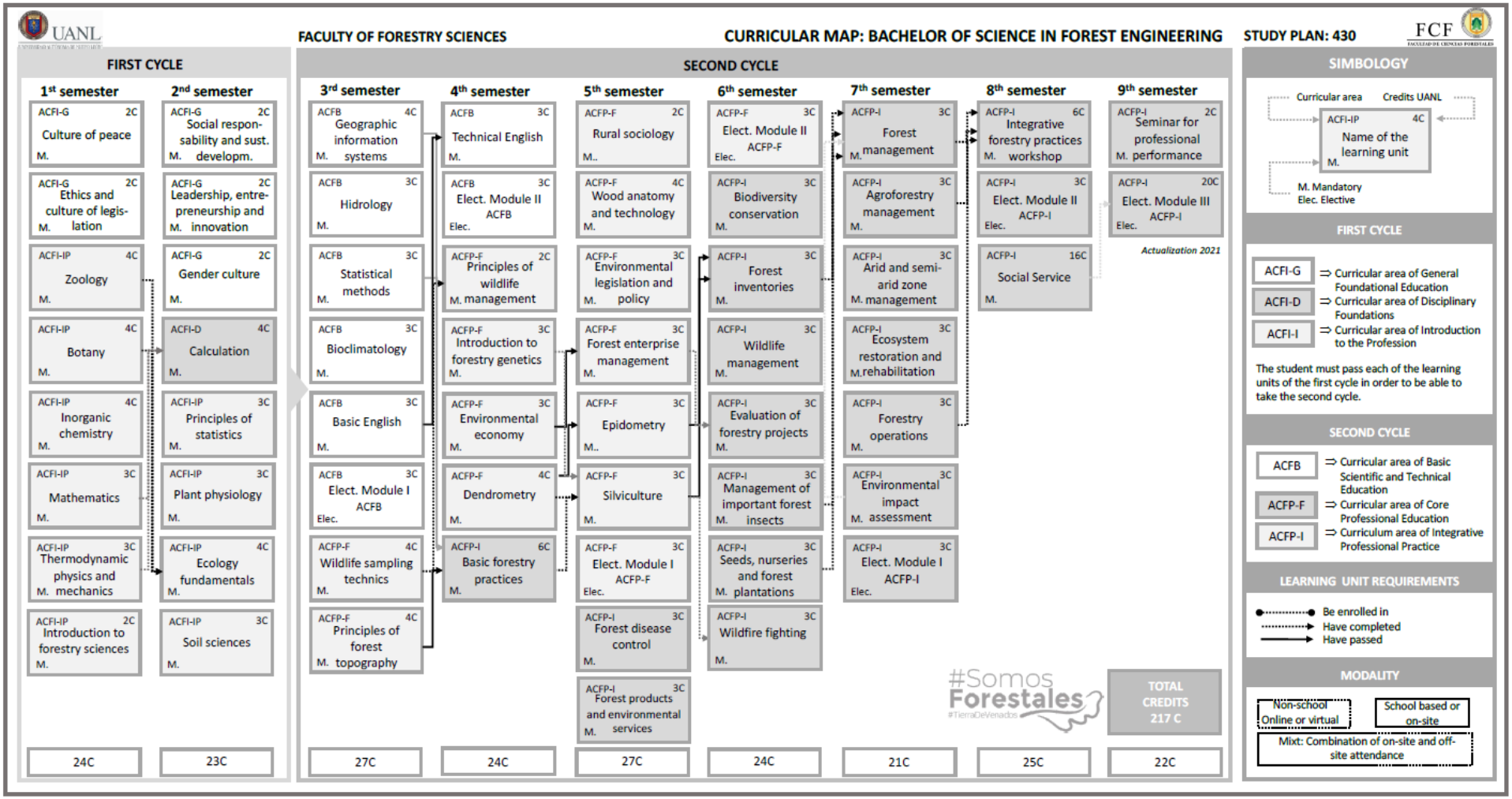
E2. Formulate and apply environmental damage mitigation strategies through the use of ecological process assessment methodologies and the analysis of environmental stressors, in order to minimize the impacts of anthropogenic activities on ecosystems.

E3. Plan and execute ecosystem restoration initiatives based on the evaluation of biodiversity and its interaction with physical and anthropogenic factors, to support the conservation of ecological processes and maintain ecosystem functionality and productivity.

E4. Develop and implement programs for the prevention, monitoring, and control of forest fires, pests, and diseases, applying ecosystem health indicators to safeguard biodiversity and ensure the sustained productivity of natural systems.

E5. Manage and promote conservation, sustainable use, and management of wildlife through the application of sustainability principles, with the objective of enhancing the diversification and responsible utilization of natural resources.

The following **curriculum** is presented:



As outlined in the Self-Assessment Report, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Master in Forestry Sciences:

I. General competences (UANL)

C1. Applies autonomous learning strategies across different levels and fields of scientific knowledge, enabling timely and appropriate decision-making in personal, academic, and professional contexts.

C2. Uses logical, formal, mathematical, iconic, verbal, and non-verbal languages, appropriate to the field of science and stage of professional development, to understand, interpret, and communicate ideas, emotions, theories, and schools of thought from an inclusive and integrative perspective.

C3. Uses information and communication technologies in accordance with disciplinary practices in the sciences as tools for accessing information, transforming it into knowledge, and supporting learning and collaborative work through advanced techniques.

C4. Demonstrates proficiency in the oral and written use of the native language, with accuracy, relevance, timeliness, and ethical responsibility, adapting communication to the context for the effective dissemination of ideas and scientific findings.

C5. Employs logical, critical, creative, and solution-oriented thinking, following scientific reasoning models to analyze natural and social phenomena, and to make well-founded decisions within their sphere of influence, with social responsibility.

C6. Uses a second language, preferably English, with clarity and accuracy to communicate effectively in everyday, academic, professional, and scientific contexts.

C7. Develops academic and professional proposals using interdisciplinary, multidisciplinary, and transdisciplinary approaches, in accordance with international best practices in the relevant scientific field, to promote and strengthen collaborative work.

C8. Applies traditional and state-of-the-art research methods and techniques, in accordance with scientific protocols, for the development of academic work, professional practice, and knowledge generation.

C9. Demonstrates a sustained commitment to and respect for the diversity of social and cultural practices that reinforce the principle of integration at the local, national, and international levels, with the aim of promoting peaceful coexistence.

C10. Addresses the challenges of contemporary society at local and global levels with a critical perspective and a strong sense of human, academic, and professional responsibility, contributing to general well-being and sustainable development.

C11. Practices the values promoted by UANL—truth, equity, honesty, freedom, solidarity, respect for life and others, respect for nature, integrity, professional ethics, justice, and responsibility—within personal and professional contexts, thereby contributing to the construction of a sustainable society.

C12. Develops innovative proposals based on a holistic understanding of reality, integrating diverse scientific fields to address the challenges of an increasingly interconnected global environment.

C13. Assumes leadership grounded in scientific expertise and aligned with social and professional needs, fostering relevant and responsible social change.

C14. Resolves personal and social conflicts through the application of appropriate techniques within academic and professional contexts, supporting effective decision-making.

C15. Demonstrates adaptability to the uncertain social and professional environments of the contemporary world, applying scientific advances to contribute to improved quality of life.

II. Specific competences

SC1. Demonstrates advanced understanding of the components and interactions of forest ecosystems, applying a holistic perspective to design sustainable management strategies.

SC2. Critically evaluates forest resources using quantitative methods to design management and conservation plans.

SC3. Critically analyzes complex challenges in the forestry sector to formulate evidence-based and innovative solutions.

SC4. Designs and implements forest management plans independently for the sustainable use, protection, conservation, and restoration of forest resources.

SC5. Generates and disseminates research outcomes with a high level of scientific rigor that contribute to the advancement of the forestry sector.

SC6. Integrates multidisciplinary knowledge, advanced skills, and ethical values to support decision-making and actions for the benefit of society.

The following **curriculum** is presented:

