

Date: 02/10/2025

Compliance Report to the Council's Comments on Postponement of Decision Making (ESG 2.3)

Αρ.	REMARKS	RESPONSE/CLARIFICATIONS/ACTIONS TAKEN ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ Η/ΚΑΙ ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	COMPLIANCE / PARTIAL COMPLIANCE / NON COMPLIANCE
1.	<p>The EEC went through Appendix A presenting course syllabi and confirms that overlaps among courses were significantly reduced from the curriculum, as indicated by the Institution's response. <u>Further refinement is needed.</u></p> <p>(σελίδα 8 στο feedback report)</p>	<p>We thank the EEC for its guidance. We have implemented the suggestions for further refinement of the course syllabi, according to the detailed list of suggestions received in point 2 below. The revised syllabi are presented in Appendix 1.</p> <p>Changes have been made to the programme to improve balance, coherence, and alignment with learning outcomes.</p> <p>Introduction to Botany (GALA1105) has had its ECTS reduced from 8 to 6, with contact time now set at four hours per week; the assessment strategy has also been adapted to reflect the credit load.</p> <p>Health and Safety in Gardening (GALA1201) has been increased from 4 to 6 ECTS, with the addition of an extra weekly practical teaching hour.</p> <p>Urban Gardening (GALA2404) has been expanded from 4 to 6 ECTS and moved from Year 1 to Year 2 to better fit the progression of the programme.</p> <p>The Practical Training (GALA2405) course has also been increased from 4 to 6 ECTS, while Ecology (GALA1102) has been increased from 4 to 6 ECTS following curriculum enhancements.</p>	

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		<p>Finally, to eliminate overlap and strengthen content, <i>Management of Golf Courses, Sports Facilities and Parks and Grasses, Turfs and Mosaic Plants</i> have been merged into a single, integrated course (<i>GALA3502 Sports and Recreation Facilities Management</i>).</p> <p>All course codes have been updated and the new programme structure can be found in Appendix 2.</p>	
2.	<p>Programme structure of course and are acceptable. However, some few minor suggestions are reported for the following courses: (σελίδα 18-20 στο feedback report)</p> <ol style="list-style-type: none"> 1. Introduction to Garden Design: please indicate the design tools or software that students will learn during the course, as well as the digital and presentation tools/software. 2. Ecology: the course content per week should be expanded with more details; 3. Introduction to Pedology and Fertilizers: please include the biostimulants description 	<p>Following the EEC committee's constructive feedback, we have carefully revised the syllabi across the programme. The changes below reflect adjustments made to ensure greater balance between theory and practice and incorporation of essential content. Importantly, the general comment regarding the imbalance between lecture and practical sessions has been addressed. All modules now have at least 50% practical components, ensuring students gain sufficient hands-on experience.</p> <p>In <i>Introduction to Garden Design (GALA1101)</i>, details of design tools and relevant software have been indicated in the curriculum, alongside digital and presentation tools, to ensure students acquire the technical competencies required for professional practice.</p> <p>The <i>Introduction to Chemistry (GALA1103)</i> course has been redesigned to introduce chemistry through its direct applications in gardening, with weekly laboratory practice now incorporated to</p>	

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	<p>and classification as well as slow release fertilizers</p> <p>4. Plant Pest Management: the course content of lecture per week should be improved.</p> <p>5. Smart Agriculture and Automatic Irrigation Systems: please include the methods for the estimation of water needs.</p> <p>Verify and avoid overlap among courses. Courses that report the same topic should add details that make clear that they do not have repetition or overlap.</p> <p>Even though effort was made to clearly separate theory from practice/laboratory/field sessions, there are several courses with 25-30% lab work compared to theory. Ideally, balance must reach 50-50% between theory and practical sessions.</p> <p>6. Ecology has no labs [0/12 meaning 0 practical sessions over 12 weeks of coursework] which is not acceptable and should be changed</p> <p>7. Introduction to Chemistry [4/12] must improve</p> <p>8. Introduction to Pedology and Fertilizers [4/12] must improve</p> <p>9. Health and Safety in Gardening has none labs [0/12] which is not acceptable and</p>	<p>strengthen the applied component. While the module intentionally overlaps with <i>Introduction to Pedology and Fertilizers (GALA1104)</i> in areas such as soil chemistry, soil pH, and fertilisers, the two courses serve distinct and complementary purposes. <i>Introduction to Chemistry (GALA1103)</i> provides students with the foundational principles of chemistry (e.g. covering atoms, bonding, reactions, solutions, and soil and water chemistry) and links these concepts to gardening practices, ensuring students acquire both the scientific language and the laboratory skills needed for further study. Building on this foundation, <i>Introduction to Pedology and Fertilizers (GALA1104)</i> offers a specialised focus on soil science, fertility, fertiliser classification and application methods, biostimulants, sustainability, and the impacts of climate change. Taken together, the two modules equip students first with essential theoretical knowledge and then with applied skills for effective soil and plant nutrition management. The assessment strategy for <i>Introduction to Chemistry (GALA1103)</i> has also been revised to reflect the incorporation of the new practical sessions.</p> <p>The <i>Introduction to Pedology and Fertilizers (GALA1104)</i> course has been strengthened through the inclusion of content on slow-release fertilisers and biostimulants, covering both their description and classification. To ensure students gain sufficient hands-on experience, the number of fieldwork and practical sessions has been increased (8/12). The Learning Outcomes have been modified to reflect these curriculum changes, and the</p>	

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	<p>should be changed. Equipment and clothing must be purchased by KES</p> <p>10. Gardening and Floriculture [3/12]. This is not an acceptable balance between lectures and practical sessions for a gardener oriented program.</p> <p>11. Tree Surgery and Basic Pruning Techniques [3/12] despite of declaring 1 lecture to 2 laboratories per week</p> <p>12. Urban gardening [6/12]. Incompatibility between lecture and practical in Weeks 7-8.</p> <p>13. Ornamental Trees, Shrubs and Bushes [5/12] despite of declaring 1 lecture to 2 laboratories per week</p> <p>14. Plant Pest Management has weeks without lecturing. A coursework demands both lecturing and practical sessions. In the proposed coursework the total course load is reduced.</p> <p>15. Smart Agriculture and Automatic Irrigation Systems [5/12]. In weeks 5-6 Irrigation Methods for Open Field Crops should be changed to gardens, parks, turf grass athletic fields, golf courses etc. Irrigation on Flat and Uneven Surfaces is repetitive in weeks 5-6 and 7-8. Water Management in Agriculture</p>	<p>assessment strategy has been revised to incorporate and evaluate the new practical and field components, ensuring closer alignment between theory, application, and student learning.</p> <p>The Health and Safety in Gardening course (GALA1201) has been substantially revised to address the EEC's comments. Weekly practical sessions have been added, incorporating simulations, case studies, demonstrations, role plays, and hands-on practice to ensure students can apply theoretical knowledge in realistic scenarios. The Learning Outcomes have been updated to reflect the emphasis on practical skills, and an additional one-hour practical has been introduced each week alongside the lectures. The assessment strategy has also been modified to account for these practical elements, ensuring students are evaluated on both theoretical understanding and applied competence.</p> <p>Furthermore, KES College will provide the necessary personal protective equipment (PPE) to support safe and effective participation in the course. Please see Appendix 3 for the sample PPE kit that has been procured.</p> <p>The Gardening and Floriculture (GALA1203) course has been revised to ensure a more appropriate balance between lectures and practical sessions for a gardener-oriented programme. The weekly content has been modified, with additional practical sessions incorporated to provide students with more opportunities</p>	

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	<p>in week 10 should change to Water Management in gardening</p> <p>16. Management of Golf Courses, Sports Facilities and Parks [2/12] Several subjects are missing from the curriculum. Thatch accumulation and reduction, topdressing, rolling, vertical cutting, biostimulants, plant growth regulators, mowing patterns, colorants, etc.</p> <p>17. Innovative Entrepreneurship and Marketing. There is no project in the grading and thus allocating 6 ECTS should be somehow justified. What is the heavy course load based on?</p> <p>18. Grasses, Turfs and Mosaic Plants Overlapping of subjects with the course of Management of Golf Courses, Sports Facilities and Parks during weeks 1-5</p> <p>19. Tropical and Subtropical Plants and Trees [3/12] must improve</p> <p>20. Solid and Liquid Waste Management [0/12] is not acceptable and should be changed</p> <p>21. Urban Forestry [2/10] must improve significantly.</p>	<p>for hands-on learning. In line with these curriculum changes, the assessment strategy has also been updated to reflect the stronger emphasis on practical application alongside theoretical knowledge.</p> <p>The <i>Tree Surgery and Basic Pruning Techniques (GALA1204)</i> course has been improved through the enhancement of lecture content and the addition of further practical sessions. The assessment strategy has also been revised to reflect these curriculum changes, allowing students to be evaluated more effectively on both their theoretical understanding and practical skills.</p> <p>The <i>Urban Gardening (GALA2404)</i> course has been revised to address the incompatibility between lectures and practical sessions in Weeks 7–8, with the practical content for these weeks modified to ensure closer alignment with the theoretical material. In addition, the course ECTS have been increased from 4 to 6, accompanied by the introduction of an extra lecture hour to reflect the increased workload and learning depth. As part of the overall programme restructuring, the course has also been moved from Year 1 to Year 2, positioning it more appropriately within the student learning progression.</p> <p>The <i>Garden Machinery (GALA2301)</i> course has been updated with a revised assessment strategy to better reflect the practical elements of the curriculum. This ensures that students are</p>	

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		<p>evaluated not only on their theoretical understanding but also on their ability to apply knowledge through hands-on use and maintenance of garden machinery.</p> <p>The Ornamental Trees, Shrubs and Bushes (GALA2302) course has been revised to improve the balance between lectures and practical sessions. Some of the course content has been updated, and additional practical and fieldwork sessions have been introduced to strengthen students' applied learning.</p> <p>The Plant Pest Management (GALA2304) course has been significantly improved to ensure a stronger balance between theoretical instruction and applied learning. The weekly lecture content has been extended and enriched to eliminate gaps and provide more comprehensive coverage of key topics. Practical sessions have been introduced to complement the lectures, giving students the opportunity to apply their knowledge in real and simulated settings. The assessment strategy has been updated to reflect these curriculum changes, ensuring alignment between teaching, learning, and evaluation.</p> <p>The <i>Smart Agriculture and Automatic Irrigation Systems</i> course has been revised and renamed Smart Gardening Technology and Irrigation Systems (GALA2401) to better reflect its focus. Methods for the estimation of water needs have been incorporated into the curriculum, and additional field exercises have been added to</p>	

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		<p>strengthen the practical component. The course content has also been refocused specifically on gardening applications rather than crop-based contexts, with examples now addressing gardens, parks, turfgrass, athletic fields, and golf courses. This ensures that the course is fully aligned with the gardening orientation of the programme and avoids unnecessary repetition across weeks.</p> <p>The <i>Innovative Entrepreneurship and Marketing (GALA3501)</i> course has been strengthened through the addition of a business plan assessment, ensuring that students engage in a substantial applied project. This change justifies the 6 ECTS allocation by providing a workload that combines theoretical knowledge with the practical development of entrepreneurial and marketing skills, while also enhancing the overall applied learning outcomes of the course.</p> <p>The <i>Solid and Liquid Waste Management (GALA3602)</i> course has been substantially revised to address the lack of practical components. The weekly content has been expanded and complemented with new laboratory and practical sessions to provide students with hands-on experience. The Learning Outcomes have been updated to reflect these changes, and the assessment strategy has been modified to incorporate and evaluate the practical work, ensuring stronger alignment between theoretical knowledge and applied skills.</p>	

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		<p>The Urban Forestry (GALA3605) course has been significantly improved by adding practical components after most lectures, ensuring students gain applied skills alongside theoretical knowledge. The assessment strategy has also been revised to reflect these enhancements, providing a more balanced evaluation of both practical competence and academic understanding.</p> <p>The Management of Golf Courses, Sports Facilities and Parks course has been revised by merging it with Grasses, Turfs and Mosaic Plants to eliminate content overlap and strengthen coherence. The new integrated course, titled Sports and Recreational Facilities Management (GALA3502), now incorporates the previously missing subjects, including thatch accumulation and reduction, topdressing, rolling, vertical cutting, biostimulants, plant growth regulators, mowing patterns, and colorants. This restructuring ensures more comprehensive coverage of the field while streamlining the curriculum for greater efficiency and relevance.</p> <p>The Ecology (GALA1102) course has been substantially revised to strengthen both its theoretical and practical components. The weekly content has been expanded with more detailed coverage of ecological principles and applications, while laboratory and practical sessions have been added to provide essential hands-on experience. To accommodate the broader scope, one additional teaching hour has been introduced, and the course has been</p>	

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		<p>increased from 4 to 6 ECTS. The aims and objectives have been updated to reflect the expanded focus, alongside revised Learning Outcomes and teaching methodology. These changes ensure that the course delivers both the scientific foundation and the applied skills necessary for understanding and managing ecological systems in gardening and related contexts.</p> <p>The course <i>Tropical and Subtropical Plants and Trees (GALA3505)</i> has been revised to place a stronger emphasis on species that are suitable for Mediterranean and Cypriot gardens and landscapes. The updated curriculum now covers fruit trees, palm trees as well as a range of tropical and subtropical shrubs and leafy plants, with particular attention to their characteristics, ecological significance, adaptation, irrigation, propagation, and pruning techniques. Relevant practical sessions and fieldwork have been incorporated to enhance applied learning. In line with these changes, the learning outcomes and assessment methods have been updated to accurately reflect the revised content and ensure students develop both theoretical knowledge and practical skills.</p>	
3.	The EEC remarks on Career Opportunities and open positions have been considered by KES College and will be implemented. (σελίδα 25 στο feedback report)	The remarks made by the EEC regarding Career Opportunities and open positions have been addressed by KES College. We recognise the importance of publishing clear and targeted job postings and have already taken steps to improve in this area. Recent advertisements (see link below for reference as well as appendix 4)	

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		<p>demonstrate our commitment to aligning each posting with specific courses or groups of related subjects. These postings include detailed information on the required qualifications, relevant academic and professional experience, and language proficiency where applicable. This approach will continue to guide future recruitment efforts to ensure transparency and relevance and our website updated accordingly.</p> <p>https://www.kescollege.ac.cy/career-opportunities/</p>	
4.	<p>The EEC received comments on the decreased difficulty of the study programme over the last 5 years during the interviews. The EEC feels that this comment should be relayed to the Institution management and teaching staff. Then, the Institution can decide if this is the case and take corrective steps accordingly.</p> <p>(σελίδα 32 στο feedback report)</p>	<p>The comment has been carefully noted and formally communicated to the Institution's management and, through the programme coordinator, to the academic staff.</p> <p>The college has an established and rigorous quality assurance process and as a result all positive and negative student comments are related directly to academic staff and management at the end of each course and relevant actions are taken. Please refer to quality assurance manual for details of the evaluation process (Appendix 5). The same applies to any feedback received during the accreditation of the programme.</p> <p>As part of the current re-accreditation process, we have taken this feedback as an opportunity to carry out a thorough review of the programme's curriculum, including its structure, content, delivery methods, and assessment practices. This process ensures not only</p>	

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		that the programme maintains its academic rigour, but also that it continues to evolve in line with international academic standards and the expectations of the relevant professional and industry sectors. By strengthening the curriculum in this way, the Institution reaffirms its commitment to delivering a high-quality educational experience that challenges students appropriately while equipping them with the competencies and knowledge required for both academic advancement and professional success.	
5.	Επιπρόσθετα, το Ίδρυμα καλείται να υποβάλει σαφή στοιχεία για την εφαρμογή και το πλαίσιο της συνεργασίας με το πρόγραμμα του Ιδρύματος «Χρίστου Ιωάννου», όπως αυτό αναφέρεται στην έκθεση της ΕΕΑ.	<p>KES College has a Memorandum of Cooperation (see Appendix 6) dated 7th of June 2023 with the Christou-Steliou Ioannou Foundation and maintains an active and fruitful collaboration to date.</p> <p>The agreement allows KES College students to use the Foundation's facilities for practical training. These include the greenhouse, olive grove, lawns, fencing, and other related spaces. Lecturers and students may also use the Foundation's equipment, which includes motor-powered and electric tools and machinery, as detailed in the agreement between KES College and the Foundation (see Appendix 6).</p>	



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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The present document adheres to the European Standards and Guidelines, in particular Standards 2.3 (Implementing Processes) and its guidelines, which provide that *“Agencies have a consistent follow-up process for considering the action taken by the institution”*.