Doc. 300.1.2

Date: 22.04.2024

Higher Education Institution's Response

- **Higher Education Institution:**
  University of Cyprus

- **Town:** Nicosia

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Πτυχίο Κοινωνιολογίας

  In English:

   Bachelor in Sociology (4 years, 240 ECTS, Bachelor)

- **Language(s) of instruction:** Greek

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2ⁿᵈ column of each table, the HEI must respond on the following:*

  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Compliance Summary: In this section the External Committee found the programme of study fully COMPLIANT in all sub-areas (1.1 Policy for quality assurance, 1.2 Design, approval, on-going monitoring and review, 1.3 Public information, 1.4 Information management).
You may see below our responses to all comments asking for improvements or recommendations.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The faculty is relatively small which means that some key areas, such as the environment/climate issues are not covered in option papers. Additional academic posts would allow for a more comprehensive coverage of socio-political issues and enrich the educational experience for students.	We thank the Committee for this suggestion, and we will make use of it in due time to support our argumentation about the Department's teaching needs. Decisions regarding the allocation of Permanent Positions are taken at the University Level on the basis of an algorithm focusing on teaching needs. So, we reasonably expect that when the new MA starts or is about to start, a position will be allocated.

Please also note that for the next academic year, the number of electives offered by the Sociology program has been increased (Departmental Council, 5/2024, 23.04.2024).

(Also see Response 2 in the Conclusions and Final remarks Section). | Choose level of compliance: |
| Increasingly, international Master's degrees in the social sciences require a BA thesis as part of their admissions criteria. The Department should strongly consider making the thesis compulsory in the 4th year. However, this can only be successful if there is modification to the existing courses to provide students with the skills necessary to successfully write a thesis in the 4th year of study. Crucially, teaching | We are thankful for the EEC's recommendations about the BA thesis. According to recent Departmental decision (2/2024, 20.03.2024) we consider that the BA thesis could not be mandatory at the time being (e.g., lack of recognition of credit for thesis supervision for promotion purposes or as part of workload; also limited number of regular academic staff). A better time to push for this will be after the conclusion of the pertinent | Choose level of compliance: |

staff must be given credit for thesis supervision.	discussion at the Faculty level (Faculty Council Meeting 5/2024, 20.03.2024). We also note that BA students who wish to apply for MAs abroad, often choose to complete a thesis in English. Given that we agree that it would be beneficial to increase the number of students working on BA Theses, we have devised a plan towards this aim. After consultation with the 3rd year students, the Department decided to implement the following actions (Departmental Council 2/2024, 20.03.2024): (1) To lower the entry grade requirement from 7 to 6.5 out of 10. (2) To introduce into the curriculum of 4th year students (Winter semester) an intensive seminar course taught by a Teaching Special Scientist or a Teaching Assistant to guide students through the practical aspects of a thesis process (definition of an object of study/formulation of research questions, literature review, steps to follow in case of an empirical study, writing a thesis). This seminar will be offered to all students who decide to undertake a dissertation. (3) To reinforce learning objectives related to preparing students for the design and implementation of a research study within existing research methodology modules (SPS147, SPS 247 and SPS348). The students will have the opportunity to practically conduct an empirical study in sociology both in the quantitative methods and the qualitative methods modules.	

	(Also see Response 1 in the Conclusions and Final remarks Section)	
The Department may wish to review the balance between instruction and reading in the Greek and English languages in light of the aim to internationalise.	Even though all courses suggest readings in English, (in the extended course syllabi), this is not always obvious in the short course outlines available online. The Department has decided to revise the short course outlines accordingly, before the beginning of the next academic year (2/2024, 20.03.2024). Please see examples of updated course outlines in Annex 1, p.26. In the next Departmental Council, an implementation framework will be decided and will be monitored by the Head of the Department. We also note that there is an informal Departmental decision that in the first two years of the BA, teaching staff should privilege literature in Greek, including international literature translated in Greek, until students improve their English language skills through pertinent courses offered by the Language Centre. Additionally, we already offer optional courses in English each semester, which are popular with students. (Also see Response 5 in the Conclusions and Final remarks Section.)	Choose level of compliance:
The highly successful internship programme should receive the necessary resources to expand and adapt to the needs of students.	The Department will continue supporting the internship programme. The Department has asked the UCY's authorities to support the internship programme financially and administratively. A formal letter has been sent to the Finance and Personnel Committee of the University of Cyprus Senate by the Head of the Department (23/02/2024). We expect to receive additional resources (administrative staff and funding).	Choose level of compliance:
Students reported that there were timetabling clashes between	The Department has already set a plan for reducing clash risk between	Choose level of compliance:

compulsory and option papers meaning that their choice of options was severely limited. The process of timetabling should be reviewed in order to prevent this from happening.	modules (especially between electives and core modules) during the timetable preparation phase of each semester. This was a Departmental decision (2/2024, 20.03.2024). The Head of the Department is responsible for liaising with the Coordinator of the programme for the implementation of the decision. Please also note that for the next academic year, the number of electives offered by the Sociology programme has been increased (Departmental Council 5/2024, 23.04.2024). (Also see Response 3 in the Conclusions and Final remarks Section)	
The Department (along with the rest of the University) uses the central IT system (Bannerweb) for all course information, including enrolment to option papers. Students reported that this system regularly gets overloaded and can be inaccessible for long periods of time. The Department needs to advocate to the central University, on behalf of students, to ensure adequate investment in IT to ensure that this system is as robust and usable as possible.	The Head of the Department has already informed (via email) the University about the problems that students face with the bannerweb system. We expect to hear from the pertinent department. (Also see Response 4 in the Conclusions and Final remarks Section)	

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2. Student – centred learning, teaching and assessment
(ESG 1.3)

Compliance Summary: In this section the External Committee found the programme of study fully COMPLIANT in all sub-areas (2.1 Process of teaching and learning and student-centred teaching methodology, 2.2 Practical training, 2.3 Student assessment).
You may see below our responses to all comments asking for improvements or recommendations.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
We strongly believe that the bachelor thesis should be made mandatory. It is an important part of academic training, and it increases students' employability on the academic job market. A condition is, however, that lecturers get credits for thesis supervision, which is currently not the case. Another issue is that students often dread the thesis, as they are afraid of failing and not all students are convinced that the thesis brings added value on the job market. A suggestion from the committee is to structure the thesis writing by offering a course on how to write a thesis with strict deadlines (literature review, formulate research question, etc.) and only after that, start with the individual supervision. It might also help to convince the students and motivate them, by working with societal stakeholders, i.e. organizations that formulate a knowledge need, so that students know the results of their thesis are wanted and it is also a way to increase the visibility of the student and of the discipline, as a problem is that in Cyprus there is still a lack of recognition of sociology as a study area.	We are thankful for the EEC's recommendations about the BA thesis. According to recent Departmental decision (2/2024, 20.03.2024) we consider that the BA thesis could not be mandatory at the time being (e.g., lack of recognition of credit for thesis supervision for promotion purposes or as part of workload; also limited number of regular academic staff). A better time to push for this will be after the conclusion of the pertinent discussion at the Faculty level (Faculty Council Meeting 5/2024, 20.03.2024). We also note that BA students who wish to apply for MAs abroad, often choose to complete a thesis in English. Given that we agree that it would be beneficial to increase the number of students working on BA Theses, we have devised a plan towards this aim. After consultation with the 3rd year students, the Department decided to implement the following actions (2/2024, 20.03.2024): (1) To lower the entry grade requirement from 7 to 6.5 out of 10. (2) To introduce into the curriculum of 4th year students (Winter semester) an intensive seminar	Choose level of compliance:

	course taught by a Teaching Special Scientist or a Teaching Assistant to guide students through the practical aspects of a thesis process (definition of an object of study/formulation of research questions, literature review, steps to follow in case of an empirical study, writing a thesis). This seminar will be offered to all students who decide to undertake a dissertation. (3) To reinforce learning objectives related to preparing students for the design and implementation of a research study within existing research methodology modules (SPS147, SPS 247 and SPS348). The students will have the opportunity to practically conduct an empirical study in sociology both in the quantitative methods and the qualitative methods modules. (Also see Response 1 in the Conclusions and Final remarks Section)	
Although new staff is hired, the small number of teaching staff still is a problem. The Department tries to solve this by using special teaching staff; about 25% of the teaching is done by adjuncts, regularly people who did their PhD in the Department. While it is appreciated that the Department thus offers them a job opportunity, the situation is far from ideal. If the Department wants to realize its ambitions to offer top education, more regular staff is needed.	We thank the Committee for this suggestion. We will use the suggestion of the Committee to support our argument about the Department's teaching needs. Decisions regarding the allocation of Permanent Positions are taken at the University Level on the basis of an algorithm focusing on teaching needs. So, we reasonably expect that when the new MA starts or is about to start a position will be allocated. (Also see Response 2 in the Conclusions and Final remarks Section).	Choose level of compliance:
The internship programme could be expanded and also efforts made to make it more inclusive to a wider range of students with a variety of skillsets.	The Department has decided to lower the entry grade requirement from 7.5 to 7 out of 10 (Departmental Council Meeting 2/2024, 20.03.2024). However, due to the limited number of available	Choose level of compliance:

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	internship positions relevant to Sociology in Cyprus (negotiated through bilateral agreements with important organizations in the Cypriot labour market), and in order to maintain high quality internships, we cannot increase the number of available slots for interships. The Department is making continuous efforts to increase the number of bilateral agreements with organizations in Cyprus (public, private, and NGOs) to increase the number of available internship slots.	
Looking at the reading lists, we noticed that most of the literature prescribed in the courses is in Greek. It would be good to gradually increase the number of English texts, particularly in the third and fourth year, so that students read texts in the original language and get a more international outlook. International guest lecturers could be invited to familiarize students with listening to and speaking English.	The Department has decided to take the following actions: (1) Even though all courses suggest readings in English, (in the extended course syllabi), this is not always obvious in the short course outlines available online. The Department has decided to revise the short course outlines accordingly, before the beginning of the next academic year (2/2024, 20.03.2024). Please see examples of updated course outlines in Annex 1, p.26. In the next Departmental Council, an implementation framework will be decided and will be monitored by the Head of the Department. We also note that there is an informal Departmental decision that in the first two years of the BA, teaching staff should privilege literature in Greek, including international literature translated in Greek, until students improve their English language skills through pertinent courses offered by the Language Centre. Additionally, we already offer optional courses in English each semester, which are popular with students. (2) Note that students are also notified of public talks by international speakers organized by the Department additionally to	Choose level of compliance:

	encourage inviting international speakers, especially in advanced 3rd and 4th year classes (Departmental decision 2/2024, 20.03.2024). (Response 5 in the Conclusions and Final remarks Section)	
The different standards and methods of assessment used across the courses creates a risk that instructors may have different standards that may disadvantage students which has implications	The teaching staff will be encouraged to use more transparent assessment standards in the extended course syllabus (Departmental decision 2/2024, 20.03.2024). A detailed assessment rubric is used by the Department, which is available online in the Study Guide that all students are encouraged to consult at the beginning of each academic year (Study Guide 2023-2024, pp.25-26, https://www.ucy.ac.cy/sap/wp-content/uploads/sites/28/2024/01/%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82-%CE%A6%CE%BF%CE%AF%CF%84%CE%B7%CF%83%CE%B7%CF%82-2023-2024-22.01.pdf)	Choose level of compliance:

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3. Teaching staff
(ESG 1.5)

Compliance Summary: In this section the External Committee found the programme of study fully COMPLIANT in all sub-areas (3.1 Teaching staff recruitment and development, 3.2 Teaching staff number and status, 3.3 Synergies of teaching and research).

You may see below our responses to all comments asking for improvements or recommendations.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
At least 1 further permanent teaching staff is needed once the proposed MA in Sociology launches. This new postgraduate programme is essential both as a recruitment base for the PhD in Sociology and as an offering for BA graduates for further studies.	We thank the Committee for this suggestion, and we will make use of it in due time to support our argumentation about the Department's teaching needs. Decisions regarding the allocation of Permanent Positions are taken at the University Level on the basis of an algorithm focusing on teaching needs. So, we reasonably expect that when the new MA starts or is about to start a position will be allocated. (Response 2 in the Conclusions and Final remarks Section)	Choose level of compliance:
Improve the promotion criteria and ensure that teaching staff are being rewarded for supervision at all levels when applying for promotion. The present model is not in line with international best practice. Supervision load should also be factored into general workload models.	The Faculty of Social Sciences and Education has already discussed the issue (Faculty Council Meeting 5/2024, 20.03.2024). The Department is expecting to hear from the authorities of the UCY. The issue is monitored by the Head of the Department and is expected to be discussed during a Departmental Council in the current academic year.	Choose level of compliance:
Reduce the reliance on adjuncts. At present around 25% of the BA Sociology programme is taught by adjuncts.	We will make use of it in due time to support our argumentation about the Department's teaching needs. Decisions regarding the allocation of Permanent Positions are taken at University Level on the basis of an algorithm focusing on teaching needs.	Choose level of compliance:

	(Response 2 in the Conclusions and Final remarks Section)	
Review and update module reading lists to ensure, wherever feasible, to have more current readings (e.g. journal articles published in the last 5-10 years). And also ensure percentages are indicated on the module outline regarding weighting of assessments.	The Department has decided to revise the short course outlines available online accordingly before the beginning of the next academic year (2/2024, 20.03.2024). Please see examples of updated course outlines in Annex 1, p.26. In the next Departmental Council an implementation framework will be decided and will be monitored by the Head of the Department. The teaching staff will be encouraged to use more current readings in the course literature. All module outlines will include weighting of assessments.	Choose level of compliance:
The balance between Greek and English language could be further improved notably through: (a) ensuring that all modules especially in third and fourth year have at least some readings in English, and (b) incorporating high profile international speakers (at least virtually) into undergraduate modules in addition to the current local guest speakers.	The Department has decided to take the following actions: (1) Even though all courses suggest readings in English, (in the extended course syllabi), this is not always obvious in the short course outlines available online. The Department has decided to revise the short course outlines accordingly, before the beginning of the next academic year (2/2024, 20.03.2024). Please see examples of updated course outlines in Annex 1, p.26. In the next Departmental Council, an implementation framework will be decided and will be monitored by the Head of the Department. We also note that there is an informal Departmental decision that in the first two years of the BA, teaching staff should privilege literature in Greek, including international literature translated in Greek, until students improve their English language skills through pertinent courses offered by the Language Centre. Additionally, we already offer optional courses in English each semester, which are popular with students.	Choose level of compliance:

	(2) Students are also notified of public talks by international speakers organized by the Department additionally to encourage inviting international speakers, especially in advanced 3rd and 4th year classes (Departmental decision 2/2024, 20.03.2024). (See also Response 5 in the Conclusions and Final remarks Section)	

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4. Student admission, progression, recognition and certification
(ESG 1.4)

Compliance Summary: In this section the External Committee found the programme of study fully COMPLIANT in all sub-areas (4.1 Student admission, processes and criteria, 4.2 Student progression, 4.3 Student recognition, 4.4 Student certification).
You may see below our responses to all comments asking for improvements or recommendations.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The lack of opportunities in the Cypriot labor market for graduates of sociology is a disadvantage of the programme. The Department needs to continue to consider the relevancy of Sociology to employers. The BA of Sociology is rarely the 1st choice of applicants with the consequence of Sociology loosing the best students to other programmes. And students for whom Sociology is not their first choice are less engaged with the programme. The programme can further increase their visibility and competitiveness through outreach initiatives such as the internship programme, schools visiting days, seminars on Sociology and higher-profile events.	Regarding visibility we have already been active in a sustained manner through our internship programme (Summer semester of each academic year), our social media, school visits and talks. We provide as evidence some important actions that took place during the past year: presentation of our programme of study at the UCY Open Day (18.02.2024), presentation at schools (5.04.2023, 22.11.2023), online presentation for secondary education students and educational career guidance counsellors (17.02.2023), repeated every year. On a more ad hoc basis colleagues have been commenting on public radio and writing in national newspapers. In addition, the Department has decided to rework the webpage of the Sociology programme of study at the beginning of the next academic year by: • reinforcing its attractiveness to students, • making more visible the work produced by BA students through showcasing the best research assignments, • demonstrating the relations of the programme with external organizations, • including graduate audiovisual testimonials.	Choose level of compliance:

The Bachelor thesis is currently optional and offered only to students with a GPA over 7 out of 10. We believe the thesis should be made mandatory for all students in order to enhance their research skills and competitiveness of those who want to proceed to postgraduate work.	We are thankful for the EEC's recommendations about the BA thesis. According to recent Departmental decision (2/2024, 20.03.2024) we consider that the BA thesis could not be mandatory at the time being (e.g., lack of recognition of credit for thesis supervision for promotion purposes or as part of workload; also limited number of regular academic staff). A better time to push for this will be after the conclusion of the pertinent discussion at the Faculty level (Faculty Council Meeting 5/2024, 20.03.2024). We also note that BA students who wish to apply for MAs abroad, often choose to complete a thesis in English. Given that we agree that it would be beneficial to increase the number of students working on BA Theses, we have devised a plan towards this aim. After consultation with the 3rd year students, the Department decided to implement the following actions (2/2024, 20.03.2024): (1) To lower the entry grade requirement from 7 to 6.5 out of 10. (2) To introduce into the curriculum of 4th year students (Winter semester) an intensive seminar course taught by a Teaching Special Scientist or a Teaching Assistant to guide students through the practical aspects of a thesis process (definition of an object of study/formulation of research questions, literature review, steps to follow in case of an empirical study, writing a thesis). This seminar will be offered to all students who decide to undertake a dissertation.	Choose level of compliance:

	(3) To reinforce learning objectives related to preparing students for the design and implementation of a research study within existing research methodology modules (SPS147, SPS 247 and SPS348). The students will have the opportunity to practically conduct an empirical study in sociology both in the quantitative methods and the qualitative methods modules. (Also see Response 1 in the Conclusions and Final remarks Section)	
Apart from the Erasmus programme, the BA can enhance its international cooperation with institutions outside Cyprus and apart from Greek-speaking institutions in order to broaden students' horizons.	The members of the Department will be encouraged to contribute to expanding the Department's collaboration with foreign institutions. The Department has already expanded its international collaborations by participating in the YUFE Alliance programme, a European Universities Initiative (the action plan is being implemented since January 2024 by the YUFE Coordinator).	Choose level of compliance:

5. Learning resources and student support
(ESG 1.6)

Compliance Summary: In this section the External Committee found the programme of study fully COMPLIANT in all sub-areas (5.1 Teaching and Learning resources, 5.2 Physical resources, 5.3 Human support resources, 5.4 Student support).

You may see below our responses to all comments asking for improvements or recommendations.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The students expressed their dissatisfaction with the electronic system of the University (Bannerweb), especially during the course registration period. Due to the high number of users, the system does not work properly and if often out of use for long periods. This is a source of considerable stress and anxiety for students.	The Head of the Department has already informed (via email) the University about the problems that students face with the bannerweb system. We expect to hear from the pertinent department. (Please see also Response 4 in the Conclusions and Final remarks Section)	Choose level of compliance:
Continued and enhanced support for students in reading English language publications, as a key transferable skill in the labour market.	In all courses students have the opportunity to read English language publications. Following the recommendations of the EEC the Department has decided to take the following actions: (1) Even though all courses suggest readings in English, (in the extended course syllabi), this is not always obvious in the short course outlines available online. The Department has decided to revise the short course outlines accordingly, before the beginning of the next academic year (2/2024, 20.03.2024). Please see examples of updated course outlines in Annex 1, p.26. In the next Departmental Council, an implementation framework will be decided and will be monitored by the Head of the Department. We also note that there is an informal Departmental decision that in the first two years of the BA, teaching	Choose level of compliance:

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	staff should privilege literature in Greek, including international literature translated in Greek, until students improve their English language skills through pertinent courses offered by the Language Centre. Additionally, we already offer optional courses in English each semester, which are popular with students. (2) Note that students are also notified of public talks by international speakers organized by the Department additionally to encourage inviting international speakers, especially in advanced 3rd and 4th year classes (Departmental decision 2/2024, 20.03.2024). (Please see also Response 5 in the Conclusions and Final remarks Section)	
Students reported the need for a larger number of key texts to be made available in the library. Currently key texts are only available for two hours via the short-loan system and this is does not give students enough time to read them adequately.	This depends on the central University's library regulations. We will forward your suggestion to the relative UCY Committee for further developments. Many courses rely on material that is available online through the UCY library databases and parts of it are uploaded to blackboard, as allowed by copyright material. In the last Departmental Council (3/2024, 23.04.2024) the Head of the Department informed the teaching about extra resources (2500 euro) to order additional copies of key textbooks (within the limits of the current university regulations). In addition to that the Department has budgeted a similar amount for the same purpose for the next academic year.	Choose level of compliance:
Continued support for the internship programme.	We are thankful to the EEC for pointing out this need. The Department has asked the UCY's authorities to support the internship programme financially and administratively. A formal letter was	Choose level of compliance:

	sent already to the Finance and Personnel Committee of the University of Cyprus Senate by the Head of the Department (23/02/2024). We expect to receive additional resources (administrative staff and funding). The Department will continue supporting the internship programme which has become a flagship of the programme of study and helps enhancing graduates' employability. The Department is constantly trying to expand its collaborations with organizations (public, private, NGOs) in the Cypriot society.	
Students expressed their dissatisfaction with the computer facilities available to them and the Department should advocate for updated IT equipment.	The Department will inform the University about this in order to acquire more updated equipment.	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
   (ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

We are thankful to the External Committee for underlining the strengths of the Sociology programme of study of the University of Cyprus, which they found fully Compliant in all the above areas.

You may see below our responses to the final comments of the Committee asking for improvements or recommendations.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
1. first and foremost Sociology should consider making the BA thesis (currently optional for those with GPA over 7.0 and 12 ECTS) mandatory as a dissertation should be a core component of any Sociology undergraduate programme equipping students with essential skills particularly for transitioning to further studies; it also endorses and amplifies the principle of research-led teaching in the university.	We are thankful for the EEC's recommendations about the BA thesis. According to recent Departmental decision (2/2024, 20.03.2024) we consider that the BA thesis could not be mandatory at the time being (e.g., lack of recognition of credit for thesis supervision for promotion purposes or as part of workload; also limited number of regular academic staff). A better time to push for this will be after the conclusion of the pertinent discussion at the Faculty level (Faculty Council Meeting 5/2024, 20.03.2024). We also note that BA students who wish to apply for MAs abroad, often choose to complete a thesis in English. Given that we agree that it would be beneficial to increase the number of students working on BA Theses, we have devised a plan towards this aim. After consultation with the 3rd year students, the Department decided to implement the following actions (2/2024, 20.03.2024): (1) To lower the entry grade requirement from 7 to 6.5 out of 10. (2) To introduce into the curriculum of 4th year students (Winter semester) an intensive seminar course taught by a Teaching Special Scientist or a Teaching Assistant to guide students through the practical	Choose level of compliance:

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	aspects of a thesis process (definition of an object of study/formulation of research questions, literature review, steps to follow in case of an empirical study, writing a thesis). This seminar will be offered to all students who decide to undertake a dissertation. (3) To reinforce learning objectives related to preparing students for the design and implementation of a research study within existing research methodology modules (SPS 247 and SPS348). The students will have the opportunity to practically conduct an empirical study in sociology both in the quantitative methods and the qualitative methods modules.	
2. At least 1 further permanent member of staff should be added especially in light of the launch of the much-needed MA in Sociology. The reliance on adjuncts (currently 25%) needs to be reduced.	Decisions regarding the allocation of Permanent Positions are taken at University Level on the basis of an algorithm focusing on teaching needs. So, we reasonably expect that when the new MA starts or is about to start a position will be allocated. We thank the Committee for this suggestion, and we will make use of it in due time to support our argumentation about the Department's teaching needs.	Choose level of compliance:
3. Moreover, care is needed in timetabling to avoid clashes between electives and core modules.	The Department has already set a plan for reducing clash risk between modules (especially between electives and core modules) during the timetable preparation phase of each semester. This was a Departmental decision (2/2024, 20.03.2024). The Head of the Department is responsible for liaising with the Coordinator of the programme for the implementation of the decision.	Choose level of compliance:
4. A significant source of stress for students is the unreliability of the BannerWeb system and	The Head of the Department has already informed (via email) the University about the problems that students face with the bannerweb	Choose level of compliance:

more investment in this is clearly needed.	system. We expect to hear from the pertinent department.	
5. Staff should also consider a better balance between Greek and English readings on module outlines and inclusion of international speakers.	The Department has decided to take the following actions: (1) Even though all courses suggest readings in English, (in the extended course syllabi), this is not always obvious in the short course outlines available online. The Department has decided to revise the short course outlines accordingly, before the beginning of the next academic year (2/2024, 20.03.2024). Please see examples of updated course outlines in Annex 1, p.26. In the next Departmental Council, an implementation framework will be decided and will be monitored by the Head of the Department. We also note that there is an informal Departmental decision that in the first two years of the BA, teaching staff should privilege literature in Greek, including international literature translated in Greek, until students improve their English language skills through pertinent courses offered by the Language Centre. Additionally, we already offer optional courses in English each semester, which are popular with students. (2) Note that students are also notified of public talks by international speakers organized by the Department additionally to encourage inviting international speakers, especially in advanced 3rd and 4th year classes (Departmental decision 2/2024, 20.03.2024).	Choose level of compliance:

C. Higher Education Institution academic representatives

Name	Position	Signature
Iasonas Lamprianou	Head of Department	
Sophia Stavrou	Coordinator	
Click to enter Name		
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 22/04/2024

ANNEX 1

Course Title	Introduction to Sociology				
Course Code	SPS 101				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1st year/ 1st semester				
Teacher's Name	Andria Christofidou				
ECTS	6	**Lectures / week**	2	**Laboratories / week**	-
Course Purpose and Objectives	The course is taught in sections twice a week in a participatory format in order to: • Provide students with the tools for a general understanding of human societies (institutions, social change, theoretical frameworks, etc.) through a specialized sociological reading. • To stimulate the students' interest and encourage them to • develop an objective viewpoint far from dogmatisms or subjective perceptions.				
Learning Outcomes	It is expected that at the end of the semester, students will be able to: - know in general terms what sociology is as a discipline, as well as the basic scientific principles it stands for - know in general terms the practical usefulness of applied sociology for society as a whole				
Prerequisites	-		**Required**	-	
Course Content	The structure of the course focuses on a general introduction and definition of the discipline of sociology in terms of the systematic study of the social relations of collective organization and social change. In this context of the course as an introduction to the science of sociology, topics such as: ☐ Principles of sociology ☐ Culture ☐ State and social institutions ☐ Economy and development ☐ Globalisation				

	☐ Social stratification
	☐ Technological change
Teaching Methodology	☐ Lectures (course deliveries)
	☐ Use of slides (Powerpoint presentations)
	☐ Audiovisual material (films, documentaries, etc.)
	☐ Interactive discussions (oral participation of students)
	☐ Possible visits to organisations or institutions relevant to the course
	☐ Possible lecture by invited expert(s) relevant to the course
Bibliography	Hughes, Michael & Kroehler Caroline (2007), Κοινωνιολογία: οι βασικές έννοιες, Αθήνα: Εκδόσεις Κριτική (HM585.H8415 2007)
	Giddens, Anthony (1993), Εισαγωγή στη Κοινωνιολογία, Αθήνα: Οδυσσέας (HM51.G44515 1993)
	Giddens, Anthony (2002), Κοινωνιολογία, Αθήνα: Gutenberg (HM51.G444815 2002)
	Ritzer, George (2018), Εισαγωγή στην Κοινωνιολογία, μτφρ. Παναγιώτα Πολυματίδου, Αθήνα: Εκδόσεις Τζιόλα
	Mills, C. W. (2000). The Sociological Imagination. New York: Oxford University Press.
	Murji, K, Neal, S., Solomos, J., (2021), An Introduction to Sociology, SAGE.
	Ritzer, G., Ryan, M. (2023), Introduction to Sociology, SAGE, 6th ed.
	*The full reading list is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Assessment	The grading stages for the course are set up as follows:
	Essays (2) – 50% of the total marks
	Final Examination – 50% of the total marks
	*More detailed information about assessment methods and criteria is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Language	Greek

Course Title	**Introduction to Social Anthropology**				
Course Code	**SPS 105**				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1st year/ 1st semester				
Teacher's Name	Yiannis Papadakis				
ECTS	6	**Lectures / week**	2	**Laboratories / week**	-
Course Purpose and Objectives	The course aims to provide an introductory overview of the discipline of social anthropology. In this context, specific objectives are: The integration of social anthropology into the historical and political contexts of the creation of the discipline. The analysis of anthropology's relationship to colonialism and a critique of evolutionism. The critical examination of the main theories of Social Anthropology by integrating them into their historical-political contexts. The critical examination of the central concepts of social anthropology (decolonisation and relativism) The de-appropriation of basic and familiar concepts such as food, gender, body, gift, space and religion				
Learning Outcomes	Discuss and explain the basic anthropological theories (Functionalism, Structuralism, Structuralism), the methodology of social anthropology (On-site Participant Observation), and basic concepts such as Evolutionism, Relativism, Ethnocentrism Examine from a comparative perspective a number of particularly familiar concepts (for example: space, food, body, gender, gift, religion) with the aim of de-appropriating these concepts. To develop communication and collaboration skills through the practical group work they will have to carry out in the classroom.				
Prerequisites	-		**Required**	-	
Course Content	Social anthropology is the branch of social science that focuses on the comparative study of human societies. This approach, on the one hand, aims at a better understanding of other societies, and on the other hand, uses other societies as a mirror for a better understanding of the specific characteristics of our own society. The main questions to be asked are the following. 2) Are human societies fundamentally similar to each other or are there unbridgeable				

	differences? Does anthropology aim to avoid ethnocentrism and to cultivate respect for other cultures?
Teaching Methodology	Lectures, discussion, watching documentaries, activities outside the classroom
Bibliography	• Kuper, Adam Ανθρωπολογία και Ανθρωπολόγοι, Αθήνα, Καστανιώτης,1996 • Ο Παπαλάγκι: Οι Λόγοι του Φύλαρχου Ταουιάβιι, Ύψιλον/Βιβλία 18 (Αερόστατο), Αθήνα, 1998 • Philippe Laburthe-Tolra, Jean-Pierre Warnier, Εθνολογία Ανθρωπολογία, Κριτική, 2003 • Σερεμετάκη, Νάντια Εισαγωγή στην Πολιτισμική Ανθρωπολογία, Αθήνα 2017 • Eriksen, Thomas Hylland Small Places, Large Issues: An Introduction to Social Anthropology, 2015, Pluto. • Graeber David and David Wengrow, The Dawn of Everything: A New History of Humanity, 2022 *The full reading list is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Assessment	Midterm exam (50%) Final exam (50%) *More detailed information about assessment methods and criteria is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Language	Greek

Course Title	**The Image in Contemporary Society**				
Course Code	**SPS 419**				
Course Type	Specialization				
Level	Undergraduate				
Year / Semester	3rd – 4th Year				
Teacher's Name	Yiannis Papadakis				
ECTS	6	**Lectures / week**	2	**Laboratories / week**	-

Course Purpose and Objectives	Attain basic critical knowledge about various forms of the image (Grafiti, Photography, Painting, Advertisement, Documentary, Music Video)		
Learning Outcomes	This class aims towards the development of skills towards the critical analysis, use, consumption and production of "images", encouraging student's collaborations and creativity.		
Prerequisites	-	**Required**	-
Course Content	From colonialism to anti-colonial struggles and the creation of nation-states, to postmodernism and up to the present, the "image" in its diverse formats has provided a means but also a contested domain for social and political struggles. The rising dominance of the image as a means of communication in the digital environment has rendered its critical analysis, production and management even more significant.		
Teaching Methodology	Lectures, Visitors, Visits in Museums, Talks by practitioners and Artists		
Bibliography	• Peter, Berger Η Εικόνα και το Βλέμμα, Μεταίχμιο 2012 (συστήνεται για αγορά) • Ayfderheide, Patricia Documentary Film OUP, 2008 • Barthes, Ronald Μυθολογίες Κεδρος, 2007 • Barthes, Ronald Ο Φωτεινός Θάλαμος Κέδρος, 2008 • Boylan, Alexis, Visual Culture, MIT Press, 2020 • Bourdieu, Pierre Διάκριση: Κοινωνική Κριτική της Καλαισθητικής Κρίσης, Πατάκης, 2002 • Harper, Douglas Visual Sociology Routledge, 2012 • Lee-Wright, Peter The Documentary Handbook Routledge, 2010 • Schacter Rafael The World Atlas of Street Art and Graffiti, 2013, e-book • Pink, Sara, Doing Visual Ethnography, Sage, 2021 • Σεβέρη Ρίτα, Ταξιδιώτες Ζωγράφοι στην Κύπρο 2003 • Sontag, Susan Περί Φωτογραφίας Φώτο, 1993 • Articles and chapters on Blackboard *The full reading list is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.		
Assessment	Presentation 40% Participation 20% Final Exam 40% *More detailed information about assessment methods and criteria is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.		
Language	Greek		

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Course Title	Social Stratification and Inequality
Course Code	SPS 231
Course Type	Compulsory
Level	Undergraduate
Year / Semester	2nd year/ 3rd semester
Teacher's Name	Sophia Stavrou

ECTS	6	Lectures / week	2	Laboratories / week	-

Course Purpose and Objectives	- study and understanding of the main theories, classical and modern, in the field of social stratification - study of exemplary sociological research in the field of social stratification - analysis of statistical data on the social characteristics of Cypriot and other contemporary societies from the Statistical Service of the Republic of Cyprus and international sources such as the European Statistical Office - understanding the importance and use of sociological research and theory for the analysis of contemporary forms of social inequality
Learning Outcomes	It is expected that at the end of the semester students will be able to: - acquire a clear knowledge and understanding of the phenomenon of social stratification, both in terms of its historicity and its contemporary forms - acquire an in-depth knowledge of the main theories of social stratification, both classical and contemporary, as well as the methodological and conceptual tools they offer for the interpretation of today's reality - to cultivate the ability to think reflectively and critically analyse current social issues and problems relating to the transformations of society, social relations and the resulting inequalities, as well as the mechanisms for compensating for inequalities - develop the ability to analyse social data, particularly statistical data, describing the social portrait of contemporary societies - develop communication, cooperation and research skills through the group research on social stratification that they will have to carry out for the course

Prerequisites	-	Required	-

Course Content	The course deals with the phenomenon of social stratification, its social construction, its various forms of manifestation in human societies and its implications in terms of social inequality. The course covers the main theoretical approaches in the field of interpretation of social stratification, from classical to

	modern ones, as well as the most representative sociological research in the field of class structure of modern societies and social inequality. The course analyses the phenomena of social mobility and social reproduction in contemporary society, with particular emphasis on the relationship between social stratification and education and work, and contemporary forms of social inequality, including factors such as gender, ethnicity, and age group.
Teaching Methodology	Lectures, discussion, research assignments
Bibliography	• Ahmed, A., L. Chesterton, and D. Duffy. 2023. Social inequalities (New Approaches to Sociology), London: Sage Publications Ltd. • Μοσχονάς, Α. 2005. Τάξεις και στρώματα στις σύγχρονες κοινωνίες, Αθήνα, Εκδόσεις Οδυσσέας. • Bourdieu, P. 2006. Η Διάκριση. Κοινωνική κριτική της καλαισθητικής κρίσης, Αθήνα, Εκδόσεις Πατάκη. • Bourdieu, P. and Passeron, J-C. 1996. Οι κληρονόμοι. Οι φοιτητές και η κουλτούρα, Αθήνα, Ινστιτούτο του βιβλίου-Α.Καρδαμίτσα. • Crompton, R. 2008. Class and stratification. An introduction to current debates, London, Polity Press. • Grusky, D. B., and Hill, J., 2018. Inequality in the 21st century. A reader. London, Routledge. • Grusky, D. B., Manwai C. Ku, and Szonja Szelényi. 2008. Social stratification: Class, race, and gender in sociological perspective, 3d ed. Boulder, CO: Westview Press. • Kerbo, R. H. 2006. Social Stratification and Inequality. New York: McGraw Hill Companies. • Warwick-Booth, L. 2022. Social Inequality. London: Sage Publications Ltd. *The full reading list is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Assessment	Group Research Assignment and presentation – 40% Participation – 10% Final Exam – 50% *More detailed information about assessment methods and criteria is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Language	Greek

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course Title	**Introduction to Quantitative Methods in Social Sciences**				
Course Code	**SPS 147**				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1st year/ 2nd semester				
Teacher's Name	Iasonas Lamprianou				
ECTS	7	**Lectures / week**	2	**Laboratories / week**	-
Course Purpose and Objectives	To familiarize students with the basic concepts of Quantitative Research Methodology in the Social Sciences and to be able to distinguish differences with qualitative research methods Students will be able to identify the basic building blocks of a quantitative research design Students will be able to design a quantitative research design that responds to specific research questions/hypotheses Students will become familiar with specific introductory methods of analysing and graphing quantitative data using specific software				
Learning Outcomes	It is expected that at the end of the semester, students will be able to: - Pose research questions and hypotheses and plan data collection based on relevant literature - Analyze data using appropriate statistical techniques to answer specific research questions and hypotheses - Report and explain key concepts and procedures used in the analysis of quantitative data for research purposes in the research field of sociology and the social sciences in general - Use specific statistical software to record, process and analyse research data - Interpret and present the results of statistical analysis in the form of a short article - Evaluate quantitative research methodology				
Prerequisites	-		**Required**	-	
Course Content	The course introduces students to the quantitative methodology of empirical sociological research, based on methods of statistical analysis and extraction of information from surveys or archives or data banks. The course introduces students to the organization and design of quantitative research in the research field of the social sciences in general and sociology in particular. Students are				

	also trained in the use of data from large longitudinal sociological surveys (European Social Survey, International Social Survey Programme). The course includes exercises in sample and data analysis, using various software (R, SPSS). In addition to being exposed to examples of these techniques, students are assessed on the basis of short practical exercises covering a wide range of quantitative research. The course is limited to descriptive statistics and very simple methods of inferential statistics.
Teaching Methodology	Lectures, discussion
Bibliography	- Λαμπριανού, Ι. & Καϊλή, Χ. (2011). Ποσοτικές Μέθοδοι στις Κοινωνικές Επιστήμες με τα Λογισμικά R και SPSS. Λευκωσία: Εκδόσεις Πάργα. - Νόβα-Καλτσούνη, Χ. (2006). Μεθοδολογία εμπειρικής έρευνας στις κοινωνικές επιστήμες. Ανάλυση δεδομένων με τη χρήση του SPSS 13. Gutenberg - Howitt,D. & Cramer,D. (2006). 3rd edition. Στατιστική με το SPSS 13. Με εφαρμογές στην Ψυχολογία και τις Κοινωνικές Επιστήμες. Αθήνα: Εκδόσεις Κλειδάριθμος. - Kenneavy, K., Harnois, C. E., Atkinson, M. P., & Korgen, K. O. (Eds.). (2022). Social research methods: Sociology in action. SAGE Publications. - May, T., & Perry, B. (2022). Social research: Issues, methods and process. McGraw-Hill Education (UK). *The full reading list is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Assessment	A) Research Project Deliverables (40%) - Brief Literature Review (7%), Research Question, Hypotheses, and Questionnaire (7%), Presentation of Results (7%), Analysis methods (appropriateness and correct use): 7%, Presentation of results: 6%, Discussion and Limitations of the Research (6%) B) Project: Oral Presentation (Methods & Presentation) (20%) C) Final Examination (40%)

	*More detailed information about assessment methods and criteria is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Language	Greek

Course Title	**Sociology of Gender**				
Course Code	**SPS 245**				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	4th Semester				
Teacher's Name	Andria Christofidou				
ECTS	6	**Lectures / week**	2	**Laboratories / week**	-
Course Purpose and Objectives	- Encouraging students to think about gender as socially constructed. - Recognition of social gender as a component that interacts with parameters such as social class, race, sexual orientation, age, etc. and the influences of these interactions on the social hierarchy of individuals. - Familiarize students with conceptual tools and theoretical debates in the field of gender sociology. - Critical analysis of contemporary phenomena related to gender relations and gender inequality in various social institutions. - Familiarization of students with relevant sociological literature and recent developments in the field.				
Learning Outcomes	- Students will understand important feminist and sociological concepts and theories. - Students will develop the skill of applying various theoretical concepts to the analysis of social problems such as inequalities arising from the social construction of normality and difference, and the hierarchical categorization of individuals and populations. - Students will be able to write critical texts.				
Prerequisites	-		**Required**	-	
Course Content	Gender is one of the main concerns of the field of sociology. The course aims to introduce students to important schools of thought, feminist theories and				

	sociological concepts that deal with the critical analysis of gender. In this course we will approach gender as a social construction, an institution and a social structure that influences the actions of individuals and their place in society. Furthermore, we will approach gender as a social construction that interacts with other parameters such as race, social class, sexuality, age, religious identity and so on. We will analyse the multiple inequalities, marginalisation and relations of oppression that arise when these stratification factors intersect and consider the multiple ways in which gender functions in our everyday lives, private and public spheres. In addition, we will implement sociological theories and concepts in the analysis of recent events and phenomena in current affairs. Finally, we will look for the causes of the various inequalities we experience in systems of power, institutions and social structures.
Teaching Methodology	Lectures, discussion, presentations
Bibliography	Acker, Joan, "The problem with patriarchy", Sociology, 23(2),1989: 235-240 Anderson, E. and McCormack, M. (2018) 'Inclusive Masculinity Theory: overview, reflection and refinement', Journal of Gender Studies, 27(5), pp. 547–561. doi: 10.1080/09589236.2016.1245605. Buchbinder, D. (2012). Studying men and masculinities. Routledge. Butler, J. (1999 [1990]), Gender Trouble. Feminism and the Subversion of Identity. 10th Anniversary Ed. London: Routledge Collins, Patricia Hill. 1986. Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. Social Problems 33: 14- 32. Connell, R. W. and Messerschmidt, J. W. (2005) 'Hegemonic Masculinity: Rethinking the Concept', Gender & Society, 19(6), pp. 829–859. doi: 10.1177/0891243205278639 Crenshaw, K., (1991), Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color, Stanford Law Review, Vol. 43, No. 6, pp. 1241-1299 Davis, A.Y., 2011. Women, race, & class. Vintage. Holmes, M. (2007) What is gender? Sociological approaches. London: Sage publication Jackson, S. & Scott, S. (2002), Gender: A Sociological Reader, London: Routledge McCall, Leslie. 2005. "The Complexity of Intersectionality." Signs 30:1771-800. Rahman, M, and Jackson, S. (2010). Gender and sexuality: Sociological approaches. Polity Risman, B. J., Froyum, C., & Scarborough, W. J. (Eds.). (2018). Handbook of the Sociology of Gender. New York: Springer International Publishing. West, C., & Zimmerman, D. (1987). Doing Gender. Gender and Society, 1(2), 125-

	151. West, C., & Zimmerman, D. (2009). Accounting for Doing Gender. Gender and Society, 23(1), 112-122. *The full reading list is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Assessment	Final Exam (50%) Group Assignment (30%) Short Essay (20%) *More detailed information about assessment methods and criteria is available in the extended course syllabus that is given to students at the beginning of the semester via blackboard.
Language	Greek