

Doc. 300.1.2

Date: 19/12/26

## Higher Education Institution's Response

- **Higher Education Institution:**  
University of Cyprus
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

### In Greek:

Αυτοχρηματοδοτούμενο Διατμηματικό Διεπιστημονικό Μεταπτυχιακό Πρόγραμμα “Διδακτορικό στις Σπουδές Φύλου” (6-16 εξάμηνα, 240 ECTS, PhD)

### In English:

Self-Financed Inter-Departmental Interdisciplinary Graduate Program “PhD in Gender Studies” (6-16 semesters, 240 ECTS, PhD)

- **Language(s) of instruction:** Greek and English
- **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 2<sup>nd</sup> 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)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Missing fields of scientific expertise from the curriculum, esp. quantitative methods	Quantitative methods course ( <i>EDU683 Educational Statistics with Statistical Packages Applications</i> ) added to the list of Research Methods courses. (see <a href="#">Annex 1</a> for course description)	Choose level of compliance:
Wider methods courses to offer qualitative methods	Faculty of Gender Studies discussed the idea of co-teaching a Feminist Methodology course.	Choose level of compliance:
Systematic and structured collaboration with the stakeholders	Stakeholders' meeting in September, organized by the Program, introducing students to internship opportunities. See <a href="#">Annex 2</a> , description of <i>GRS777 Internship Course</i>	Choose level of compliance:
Systematic and structured evaluation of the strategic improvement of the curriculum and teaching program	Faculty meetings at beginning of every semester to coordinate class offerings, review student feedback, plan seminars and update curriculum.	Choose level of compliance:
Including ethics as a topic	All methods courses to include a section on Ethics	Choose level of compliance:

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

Overall, this section is evaluated very positively. The EEC mentions that the design of the program clearly supports student-centered teaching and learning, as well as peer learning and peer support. It encourages student as well as teacher engagement and fosters a culture of mutual respect. The flexibility of the design also supports diversity in learning as well as individual tailoring of the program and helps students to have a very strong sense of confidence in what they know and what they can achieve both during and after the program. The report also notes that the new campus offers students a wide range of support in the form of classrooms, places to study, and places to meet. Both staff and students underline that the library's infrastructure and support are crucial and excellent.

Responding to the “Partially Compliant” rating for Practical Training, we propose an Internship Course offered every semester (including Summer Semester) in order to provide students with the opportunity to connect their work with hands-on experience and possibly open up new work pathways.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
2.2 Practical Training (Partially Compliant)	Addition of GRS 777 Internship Course, 12 ECTS, offered in Fall, Spring and Summer semesters ( <a href="#">see Annex 2</a> )	Choose level of compliance:
The program would benefit from a more systematic and holistic approach to using modern technologies. We believe that the new facilities and space at the new Campus in 2027 will support this important development.	Orientation for students at the beginning of each semester will include specific reference to Library services and seminars.	Choose level of compliance:
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Offering team teaching on some of the core courses to showcase the full range of gender studies expertise across the university	Team teaching will be explored for the GRS 629 Feminist Theory course and a new course on Feminist Methodology.	Choose level of compliance:
Developing supportive mechanisms for career progression	Promote a mentoring scheme for Gender Studies faculty, starting 2026-2027	Choose level of compliance:
Providing a shared facility, physical and or in terms of regular time-tabling, for involvement of all staff associated with the Gender Studies programme in its development	The new facilities of the Education Department that hosts the program include spaces that can be used for Gender Studies staff for regular meetings.	Choose level of compliance:
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The program would benefit significantly from enhanced marketing and recruitment strategies	The program will utilize the newly appointed staff member in charge of media strategy for the School of Education and Social Sciences	Choose level of compliance:
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The program needs to be located at the new campus in 2027 to benefit from the teaching and learning resources and facilities the new Campus provides and to provide the administrative support of a high-quality international program.</p>	<p>Department of Education and Gender Studies Program to move to main campus in late 2026/early 2027. Confirmed in recent Faculty meeting of the Department of Education (December 10, 2025).</p>	<p>Choose level of compliance:</p>
<p>The demands for psychological support and counselling is much bigger than what is offered. The resources are not adequate.</p>	<p>Liaison with Psychological Support Center to ensure access to services, especially for LGBTQI+ students. This is an ongoing process.</p>	<p>Choose level of compliance:</p>
<p>Opportunities related to the University Alliance Young Universities for the Future of Europe (YUFE) Alliance and UNICA (Network of Universities from the Capitals of Europe) can be explored. These involve student and staff mobility.</p>	<p>Explore YUFE Alliance and UNICA opportunities for student and staff mobility. The Gender Studies Program has created an information package with resources for Gender Studies students. (see <a href="#">Annex 3</a>)</p>	<p>Choose level of compliance:</p>

## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The guidelines for writing the PhD thesis besides paying attention to academic integrity such as plagiarism and authorship, should explicitly require students to consider research ethics.	These issues to be incorporated in the Ethics section of research courses.	Choose level of compliance:
More systematic, faculty guided but peer-driven support for students in writing their thesis and developing professional academic skills	The Program will organize a <u>PhD Student Forum</u> : conduct bi-weekly meetings to discuss research and writing and provide peer feedback. Start date September 2026.	Choose level of compliance:
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

All points raised by the EEC have been addressed in the previous sections.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
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C.

# ANNEX 1

<b>Course Title</b>	<i>Educational Statistics with Statistical Packages Applications</i>				
<b>Course Code</b>	EDUC 683				
<b>Course Type</b>	Constrained Elective				
<b>Level</b>	Master or Phd				
<b>Year / Semester</b>	2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> semester				
<b>Teacher's Name</b>	Charalambos Y. Charalambous				
<b>ECTS</b>	12	<b>Lectures / week</b>	1	<b>Laboratories / week</b>	1
<b>Course Purpose and Objectives</b>	The aim of this course is to help students get acquainted with the basic strategies of quantitative research analyses, examine the conditions under which these strategies can be applied to analyze quantitative data, and use the appropriate analyses to address specific research questions in the area of quantitative research. In this context, the students enrolled in this course are expected to formulate and evaluate research questions, apply and evaluate the use of quantitative analysis methods, use SPSS to run several quantitative analyses, and present and interpret the results of these analyses.				
<b>Learning Outcomes</b>	<p>By the end of the course, students are expected to:</p> <ul style="list-style-type: none"> <li>- appropriately use the basic terminology and the basic strategies of quantitative research analyses</li> <li>- identify the basic stages of conducting a quantitative research study</li> <li>- pose and evaluate research questions that can be answered through quantitative research approaches</li> <li>- select and apply the appropriate analysis to address specific quantitative research questions</li> <li>- appropriately interpret the findings that emerge from applying certain quantitative research analyses</li> <li>- carry out basic and more advanced quantitative research analyses (see below) using SPSS</li> <li>- critically evaluate studies that employ quantitative research analyses discussed during the course</li> </ul>				
<b>Prerequisites</b>	N/A	<b>Required</b>	N/A		
<b>Course Content</b>	The course focuses on two main units. The first unit (Weeks 1-2), which is introductory, familiarizes students with fundamental concepts in conducting (quantitative) research; basic types of research designs (experimental studies, correlational studies, surveys, ethnography, case studies, etc.); the four basic stages in conducting a research study (defining and elaborating upon a research problem; considering issues of sampling, instrumentation, validity/reliability; analyzing data and				

	<p>presenting findings; and interpreting findings); the five basic chapters of a research report (problem definition, literature review, methodology, results, conclusions); and ethics in conducting educational research. The second unit, which occupies the greatest portion of the course, immerses students to basic and more advanced statistical analyses (descriptive analysis--Week 3; correlational analysis--Week 4; inferential analyses--Week 5; non-parametric criteria--Week 6; one and two-way ANOVA-Weeks 7-8 exploratory factor analysis and reliability analysis—Weeks 9-10; and multiple linear regression analyses-Weeks 11-12), while also discussing issues of variable normality/ transformation, and effect sizes. During the last week (Week 13), we revisit and summarize all the analyses discussed in Weeks 3-12 and consider how the analyst can determine which approach to use to answer specific research questions.</p> <p>In addition to the main lecture, students also attend a lab every week. The first three labs are intended to (re)-familiarize students with data manipulation (e.g., data recoding/computing) and in general with the statistical software SPSS. After the third week, students are given real data and are asked to answer research questions applying the analyses considered in Weeks 4-12 in the main lecture.</p>
<p><b>Teaching Methodology</b></p>	<p>The course integrates theory and practice, by first introducing research problems/questions, then presenting the analyses related to addressing each problem in a lecture-style mode, and finally giving students the opportunity to employ SPSS to analyze real data, including data from large international databases (e.g., TIMSS, PISA).</p> <p>In particular, the course includes the following learning activities:</p> <ul style="list-style-type: none"> <li>- Presentation of the content of the course from the instructor and discussion/applications in pairs or small groups</li> <li>- Introduction of real-life problems that lend themselves to the analyses introduced and discussed in the course</li> <li>- Presentation of the analyses with emphases on the research question they address and their mathematical background</li> <li>- Application of SPSS to carry out these analyses (using real-life data; both in the lecture—to a smaller extent—and in the labs, to a larger extent)</li> <li>- Presentation and interpretation of findings, drawing inferences base in these findings</li> </ul>
<p><b>Bibliography</b></p>	<p><u>Required Readings</u>  Field, A. P. (2024). <i>Discovering statistics using IBM SPSS statistics</i> (6th ed.). SAGE.</p> <p><u>Recommended Readings</u>  American Psychological Association (2020). <i>Publication manual of the American Psychological Association</i>. (7<sup>th</sup> ed.). Author.</p>

	<p>Cohen, J., Cohen, P., West, S., &amp; Aiken, L. (2003). <i>Applied multiple regression/correlation analysis for the behavioral sciences</i>. (3<sup>rd</sup> ed.). Lawrence.</p> <p>Fraenkel, J. R., Wallen, N. E., &amp; Hyun, H. H. (2019). <i>How to design and evaluate research in education</i> (10th ed.). McGraw-Hill.</p>
<b>Assessment</b>	<p>(a) Active participation in the lesson activities /discussion (5%)</p> <p>(b) Writing a qualitative research paper (in groups) (45%)</p> <p>(c) Final exam (50%)</p>
<b>Language</b>	Greek

## ANNEX 2

<b>Course Title</b>	Internship Course				
<b>Course Code</b>	GRS 777				
<b>Course Type</b>	Elective				
<b>Level</b>	Graduate				
<b>Year / Semester</b>	Fall/Spring/Summer Semester				
<b>Teacher's Name</b>	Faculty member				
<b>ECTS</b>	12	<b>Lectures / week</b>	1	<b>Laboratories / week</b>	0
<b>Course Purpose and Objectives</b>	<p>The Internship Course provides graduate students the opportunity to bridge academic theory and research with practice through placements in non-profit organizations, research centers or community groups. The Internship placement will closely match the program's focus on feminist, queer and intersectional approaches to gender through experiential learning. More specifically, students can engage in research, advocacy and policy analysis by following the placement's activities and applying their theoretical knowledge in the development of professional skills. The Internship is envisioned as a mutually beneficial exercise, with students deepening their understanding of gender and social justice work through activism, and placement organizations benefiting from research collaboration, campaign support and expansion of their impact.</p>				
<b>Learning Outcomes</b>	<p>Upon completion of the course, it is expected that students will be able to:</p> <ul style="list-style-type: none"> <li>○ Apply feminist and queer theory in practice and develop their real-life skills in understanding intersectional approaches to gender.</li> <li>○ Develop professional and research competences such as qualitative and quantitative research, policy analysis, project coordination and communication skills.</li> <li>○ Cultivate reflexive approaches to feminist praxis by understanding the dynamics of collective activism the daily work of social change.</li> </ul>				
<b>Prerequisites</b>	n/a	<b>Required</b>	-		
<b>Course Content</b>	<p><i>Possible Internship Placements:</i></p> <ul style="list-style-type: none"> <li>• Mediterranean Institute of Gender Studies (<a href="http://www.medinstgenderstudies.org">www.medinstgenderstudies.org</a>)</li> </ul>				

	<ul style="list-style-type: none"> <li>• Center for Gender Equality and History (<a href="https://kiif.com.cy/">https://kiif.com.cy/</a>)</li> <li>• Girls in STEAM Academy (<a href="https://steamacademycy.org/">https://steamacademycy.org/</a>)</li> <li>• Accept LGBTI+ Cyprus (<a href="https://accept.cy/home/">https://accept.cy/home/</a>)</li> <li>• Queer Collective (<a href="https://queercollective.cy/">https://queercollective.cy/</a>)</li> </ul> <p><u>Note</u>: Internship Placements are <i>unpaid</i>, unless otherwise agreed upon with the organization.</p>
<b>Teaching Methodology</b>	<p>Weekly meetings with Internship Placement supervisor.  Bi-weekly meetings with Faculty Member.  Engagement with the Placement’s daily activities.</p>
<b>Bibliography</b>	<p>Ahmed, Sara. <i>Living a Feminist Life</i>. Duke University Press, 2017.</p> <p>hooks, bell. <i>Feminist Theory: From Margin to Center</i>. South End Press, 1984.</p> <p>Mohanty, Chandra Talpade. <i>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</i>. Duke University Press, 2003.</p> <p>Collins, P. H. (2000). <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i> (2nd ed.). New York: Routledge.</p> <p>Crenshaw, K. (1991). “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” <i>Stanford Law Review</i>, 43(6), 1241–1299.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Bi-Weekly field reports (or weekly if course taken during Summer semester) submitted to Faculty member and Placement representative. Reports will outline the student’s work and provide critical reflections on their learning process.</li> <li>• A final paper connecting their internship experience with feminist theory.</li> </ul> <p>The course will be graded on a Pass/Fail scale.</p>
<b>Language</b>	<p>Greek and English</p>



# Gender Studies Program Student Resource Guide for cross-university learning experiences

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The goal of this guide is to provide students with resources related to study abroad, training, internships, scholarships and inter-university collaborations. Exposure to other academic institutions and cultural settings has beneficial impact on students' learning, career development, transferrable skills training, exposure to industry and cultivation of cross-cultural competences.

### [The DIOSI Model for Doctoral Learning: A holistic approach](#)

The model proposes “a joint vision and framework for doctoral learning at the DIOSI partner institutions, providing a common language and understanding for the partners. Furthermore, this new framework propels doctoral learning into a future where universities are fully engaged in society, and where society can also engage at the level of doctoral learning.”

### [ED&I - Equity, Diversity, and Inclusivity MOOC](#)

Part of the YUFE project.

### [UNICA Student Conferences](#)

### [Online workshop “Focus on Open Science”](#)

#### D. Higher Education Institution academic representatives

Name	Position	Signature
<b>Miranda Christou</b>	Associate Professor, Gender Studies Program Coordinator	
Click to enter Name	Click to enter Position	
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**Date:** 19/12/2025

