

Doc. 300.1.2

Date: 28.02.2025

Higher Education Institution's Response

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

In Greek:

ΜΑ στην Κοινωνιολογία, Κοινωνική Πολιτική και Παρέμβαση

In English:

MA in Sociology, Social Policy and Intervention

- **Language(s) of instruction:** Greek
- **Programme's status:** Choose Status
- **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-sections.

The committee has identified the following strengths:

- 'There is a strong need and demand from both students and stakeholders for this proposed MA in Sociology, Social policy and Intervention. This will provide a stronger evidence base for understanding social policy and social interventions in general but also within Cypriot/Greek society.
 - The proposed MA is the only such programme in Cyprus and indeed across the Greek speaking world, and it builds on a well-established BA in Sociology.
 - The proposed MA bridges theory and practice in a meaningful way opening up pathways into the Cypriot labour market for which it is important especially NGOs and local organisations.
 - The proposed MA taps into a clientele of (undergraduate) students who are not able financially (and linguistically) to travel overseas and are enthusiastic about Cypriot society.
 - Faculty take seriously their Quality Assurance responsibilities.
 - The proposed MA has clear aims and objectives and employs the principle of research led teaching whereby staff offer modules grounded in their current research.
 - The proposed MA is supported by a dedicated and hardworking administrative team.'

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The ECTS weighting of the three core modules should be increased from 7.5 to 10 ECTS to ease the pressure on staff workload and to provide a stronger programme identity.	Thank you for this suggestion. We agree with you, and we changed the ECTS weighting of the three core modules to 10 ECTS each (total of 30 ECTS for the compulsory courses). Please see Annex 1 (List of compulsory and elective courses)	Choose level of compliance:
Students should be asked to take at least 1 but no more than 2 interdisciplinary electives. This is to strengthen the interdisciplinary component that is built into the course design.	Thank you for this comment. We have modified the course structure accordingly. Considering that the ECTS of the core modules have been increased to 30, students will be able to take 1 interdisciplinary module from the revised list. The list of interdisciplinary modules has been refined (as per 1.3 comment) and now includes only modules that are directly relevant to the matters that this MA focuses on. Please see Annex 1 (List of compulsory and elective courses)	Choose level of compliance:

<p>The number of elective offerings, especially interdisciplinary electives, should be reduced to provide a clearer thematic focus.</p>	<p>Many thanks for pointing this out. The following modules have been removed from the list of interdisciplinary electives:</p> <p>SPS 547 Digital Society JOU 518 Discourse Analysis SPS 626 Human Rights, Gender and Conflict Transformation.</p> <p>The list of interdisciplinary classes now includes only the following modules: JOU 516 Cultural Policies SPS646 Migration Policy and Governance SPS644 Crises and Social Movements SPS621 Nationalism and Ethnic Conflict JOU 507 Documentary Production</p> <p>These interdisciplinary classes, which comprise part of different MA programmes, were included as they have a substantial policy and intervention aspect (decision was reached following consultations with academic staff of Political Science and Journalism programmes). Students will be asked to select one of these classes.</p>	<p>Choose level of compliance:</p>
<p>There is a lack of a clear strategy regarding student numbers and finances over the first 5 years of the programme. This also extends into intellectual development in terms of staff recruitment and curriculum development.</p>	<p>Thank you for raising this issue. A centralised system assesses the economic sustainability of all Master Degrees at UCY. An initial sustainability plan for this MA has been presented and approved by the Graduate School of the University of Cyprus. This includes teaching costs according to the position of each member of the academic staff, and costs related to promotion and advertising. Generally speaking, an MA at UCY breaks even at around 10 to 15 students. Our aim though would be to reach this at least during the 3rd</p>	<p>Choose level of compliance:</p>

	<p>year and raise it gradually. We are confident that we can achieve this as we know that our undergraduate students are already interested in this MA, and we also have a very active Promotion Committee in the Department, which will start promoting the MA in September 2025. The promotion campaign will include media interviews and advertisements in mainstream and new media to reach professionals working in relevant fields, graduates of Social Sciences and the general public.</p> <p>The Department has already submitted a strategic plan asking for new academic staff positions from UCY to cover staff shortages and support its new postgraduate degrees. The procedure is ongoing, and we are optimistic that Sociology will secure at least one position before the beginning of the MA. At UCY the number of staff is determined by a university algorithm calculated based on teaching needs, which defines the allocation of academic staff positions to the different Departments.</p> <p>Regarding curriculum development, we consider that within the first 5 years of implementation of the newly established programme we will be able to get useful feedback from stakeholders (students and labour market organisations). Further, the accreditation process that all programmes go through provides another excellent opportunity to reflect on each programme's strengths and weaknesses, review the content and make changes to further improve the quality and structure of classes offered.</p>	
--	--	--

<p>The work placement, whilst not being compulsory, should be offered to all students on the proposed MA who wish to avail of it. This in turn means securing sufficient internship places across the existing and probably new local organisations to ensure equity and coherence.</p>	<p>Thank you for this suggestion. Currently the Department has bilateral agreements with 30 labour market organisations in Cyprus, in the public, private and NGO sectors, 17 of which regularly offer Sociology internship positions (please see Annex 2). We are already working to expand the Department's existing partners' network to increase our pool of collaborators. Placements in research centres and groups within the University will also be considered (as per comment 2.4). Additionally, for this MA, students will also have the opportunity to find themselves an internship position relevant to their own interests. Hence, students will be able to choose between positions made available by the Department's bilateral agreements or a position that they will find themselves. Such positions must be relevant to the field of Sociology, social policy and intervention. The positions that will be identified by students will be approved by the MA coordinator and the Departmental Internship Committee.</p>	<p>Choose level of compliance:</p>
<p>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.</p>	<p>Thank you for this suggestion. Although the language of instruction is Greek, internationalization will be actively pursued. We will have guest speakers from abroad invited to all our classes and the bibliography of each elective module will be further enriched with the inclusion of more international literature. Our stated intention is that most of the readings in both obligatory and elective classes will be in English, ensuring the highest possible quality. You may already see this in the brief course outlines you have received. In addition, in the</p>	<p>Choose level of compliance:</p>

	<p>Sociology elective and interdisciplinary courses lists, there are different courses that will be taught in English (one course per year, e.g. SPS621, SPS538, SPS536). Since high command of academic English is a prerequisite of admission to this programme, we are confident that we will be able to offer instruction and readings in English, thus familiarising students with international debates, literature and the work of important scholars in the field.</p>	
<p>Programme staff should consider tweaking the title from an MA to MSc which carries a great deal more current internationally both in terms of recruitment and employment.</p>	<p>Thank you for this point, which has initiated many discussions within our team and with the Graduate School at UCY. While we do realise the value of the MSc option in terms of recruitment and employment abroad, after careful research, we realised that MSc programmes are not common in the Cypriot and Greek academic world and especially in the Social Sciences, while the distinction between MAs and MScs does not really apply in the Greek language. To indicate, the Graduate School informed us that our School offers mainly MAs, with the only exception being a postgraduate degree in Psychology, which is a joint degree (interdepartmental).</p> <p>Given the specificities of our MA and the prevailing conditions in our School, we decided to keep the 'MA' in the title of this degree. Further, as this programme was approved by the Graduate School and the Senate as an MA, to change it now would require the Graduate School's approval, which would lead to further delays. Hence, while we acknowledge your suggestion, we will not change the title and we will reconsider this as the MA</p>	<p>Choose level of compliance:</p>

	progresses and the wider policy of UCY develops.	
The Research Methods in Sociology core module must ensure to cover topics such as how to design and evaluate social intervention - given it is in the programme title.	<p>Thank you for your suggestion. The title of this core module will be modified as follows: "Research Methods in Sociology, Social Policy and Intervention".</p> <p>The content of the course will also be modified accordingly to emphasise how research methods and techniques in the Social Sciences can be used for the design and evaluation of social policies and interventions (see Annex 5). These issues will be further explored in the SPS 534 Social Issues, Social Policy and Social Intervention module. Before the next accreditation of the MA, we will reevaluate this course and decide if it should be extended to a full-year course.</p>	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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 sub-sections 2.1 Process of teaching and learning and student-centred teaching methodology, and 2.2 Practical Training.

The committee has identified the following strengths:

- The proposed MA offers an intellectually stimulating balance of courses on research methods, substantive sociological topics and social issues and intervention.
- The taught programmes are embedded within the research culture of the department and offer meaningful research-led teaching.
- The workplace placement offers a unique opportunity to students to apply their skills and knowledge, gain an understanding of social issues, and gain experience of an employment setting.
- Teaching staff are strongly committed to delivering high quality courses.
- There is a good balance of assessed formative and summative assessments.
- The interdisciplinary electives are an innovating solution to the capacity issues within the wider department.'

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
There should be consistency and standardisation across the programme in the weighting of assessment types. For example: If an essay weighted at 50% requires 4,000 words, then an essay weighted at 25% should require 2,000 words and so forth.	Thank you for this suggestion. We do acknowledge your concern, and we will take under serious consideration the suggestions of the Committee regarding standardisation in the weighting of assessment types. This is something that will be discussed at the level of the Department for reasons of consistency of all the degrees and mainly the postgraduate degrees offered by the Department, and in alignment with the University's provisions and regulations regarding assessment, which currently promote autonomy in teaching and student evaluation.	Choose level of compliance:
Assignment submission dates should be staggered across the programme to not overburden students at any particular time point	Thank you for this suggestion. We will follow this advice and ask teaching staff to announce submission dates before the commencement of classes each semester. The MA Coordinator will go through these dates to ensure that there is no overlap in	Choose level of compliance:

	submission dates, especially for the core courses. If the Coordinator notices overlaps, they will be in communication with the teaching staff to make relevant adjustments.	
Avoid assigning any weight to attendance or participation. If attendance is importance, then consider dropping marks for non-attendance. But positively marking attendance with 10% weight will only further accelerate grade inflation and should be avoided in all circumstances.	Thank you for this comment. Teaching staff will not mark attendance positively. Changes have been made to the course outline that marked attendance (please see Annex 4).	Choose level of compliance:
The workplace option should be made available to all students on the MA and where possible the department ensure that students are not offered the same placements as on the BA course. The department could consider establishing placements in other research groups within the University.	The Departmental Internship Committee, which is in charge for the implementation of the internship programme for all the degrees of the Department, is very careful in securing different positions for bachelor- and master-level students. Internship positions are assessed according to the level of skills and competences required, as well as the qualifications demanded by the host organisations. This already happens in the case of the BA and MA in Political Science. In addition to the role of the Departmental Internship Committee, for the MA in Sociology, Social Policy and Intervention, the Coordinator will ensure that the positions will correspond to postgraduate level students' skills and learning needs. Please also see our response to the comment 1.5.	Choose level of compliance:
Faculty should consider the challenges and opportunities that AI presents in student assessment.	Thank you for pointing this out. This is indeed a challenge that we must take into consideration. The University began offering training and guidance to teaching staff regarding the challenges and opportunities of AI. For example, on the 26 th of February, 2025, the University hosted an educational	Choose level of compliance:

	workshop on best practices for integrating AI tools in teaching and for evaluating AI-assisted student coursework. More workshops will follow in due course. The Coordinator will encourage the MA teaching staff to participate in these trainings and the Sociology teaching team will be in constant communication to identify ways to best deal with this.	
--	--	--

3. Teaching staff

(ESG 1.5)

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

The committee identified the following strengths:

- Sociology teaching staff were repeatedly voted by students to be excellent educators which speaks to the teaching excellence in Sociology within the wider Department of Social and Political Sciences. This also indicates a very positive relationship between staff and students.
- Teaching and research duties are well balanced. Approximately 30% for research, teaching and administration each with junior staff reporting less time on administrative duties. Synergies between teaching and research are generally good following research-led teaching.
- There is a good balance between senior and junior staff in Sociology, with several junior staff (Lecturers) being recruited over the past 5 years. The tenure track pathway is clear and adjuncts are also encouraged to research and progress.
- Sociology staff actively participate in CPD courses offered through the Centre for Teaching and Learning. Junior staff are particularly encouraged to avail of these courses.
- Teaching staff employ a wide variety of assessment techniques including formative and summative modes of assessment.'

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, Social Policy and Intervention has successfully navigated its first 4 years. This would ease current pressure and staff overburdening in Sociology.	Thank you for highlighting the importance of increasing the number of permanent teaching staff. Your suggestion has been extremely useful and has been used to negotiate the allocation of new positions. The Department has formally submitted requests for additional tenured or tenure-track positions, which will also substantially benefit the MA in Sociology, Social Policy and Intervention. While this is handled and decided by the central university, actions have been already taken by the Department and we are confident that the programme will secure at least one position in the next five years. Please also see our response in comment 1.4.	Choose level of compliance:
Improve the promotion criteria and ensure that teaching staff are being rewarded for supervision at all	Thank you for this suggestion. We agree with you and have passed on your suggestion to the	Choose level of compliance:

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.	Department's representatives at the School Council, where this issue is already being discussed. The School is currently leading the discussion on this.	
The balance between Greek and English language could be further improved notably through systematically incorporating high profile international speakers (at least virtually) into all modules where feasible in addition to the current local guest speakers.	Thank you for this suggestion. We will encourage the hosting of virtual guest lectures from speakers from abroad in our classes, to internationalise the MA. Furthermore, all modules include bibliography in English (and some in other languages too) in their extended syllabi, which provides students with the opportunity to engage with international literature. Please also see our response in comment 1.6.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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.

The committee identified the following strengths:

- There is strong demand for this program from students on the BA in Sociology.
- There is a good balance between compulsory and elective courses; theoretical and methodological courses, and specialized and applied sociological courses.
- The course represents extremely good value for money. The cost makes it very accessible to students from a lower social and economic background and those with caring responsibilities who cannot afford to or are unable to do a graduate programme overseas.'

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We suggest that significant relevant work experience may also be considered as an admission criterion	<p>Thank you for this suggestion. We will include this in our admission criteria. Admission criteria have been modified as follows:</p> <ul style="list-style-type: none"> • Applicants with a bachelor degree from a recognised university in a relevant subject (Sociology or other related social sciences disciplines). • Candidates with undergraduate studies in Cyprus and Greece must have graduated with a grade point average of seven (7), or equivalent from other Universities. • Applicants who do not meet the above criteria but have extensive relevant professional experience (more than 5 years) in the field of sociology, social policy or social intervention may be also admitted. • Candidates should have very good command of the English language. 	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



Click or tap here to enter text.	Click or tap here to enter text.	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.

The committee has identified the following strengths:

‘• Students reported that they look forward to courses and classes that are built on the knowledge and experience of the academic staff with whom they got acquainted during the BA program in Sociology. They expressed a high motivation to further their skills as sociologists and were appreciative of the efforts academic staff to design a program for the MA that will make sociological knowledge relevant for their lived experiences and Cypriot civic society.

- The anticipated class sizes are small and will facilitate lively group discussions.
- The library provides a nice place to study.
- The MA will provide the opportunity to acquire a master’s degree in sociology, social policy and intervention in Cyprus and by extension in the Greek speaking region of the Mediterranean.
- The former is of special importance to many students that are from a working class and/or shorter educated social background.’

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 often out of use for long periods. This is a source of considerable stress and anxiety for students.	Thank you for pointing this out. Unfortunately, this is not something we can control. The system is handled by the University IT Services. 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..	Choose level of compliance:
The students are highly supportive of the internship programme/the work placement program. But they expressed a concern about the availability of internship facilities in addition to the options available for students in the BA in sociology.	Currently the Department has bilateral agreements with 30 labour market organisations in Cyprus, in the public, private and NGO sectors, 17 of which regularly offer Sociology internship positions (please see Annex 2). We are already working to expand the Department’s existing partners’ network to increase our pool of collaborators. Placements in research centres and groups within the University will also be considered (as per comment 2.4). Additionally, for this MA, students will also have the opportunity to find themselves an internship position relevant to their own	Choose level of compliance:

	<p>interests. Hence, students will be able to choose between positions made available by the Department's bilateral agreements or a position that they will find themselves. Such positions must be relevant to the field of Sociology, social policy and intervention. The positions that will be identified by students will be approved by the MA coordinator and the Departmental Internship Committee.</p> <p>The Departmental Internship Committee, which is in charge for the implementation of the internship programme for all the degrees of the Department, is very careful in securing different positions for bachelor- and master-level students. Internship positions are assessed according to the level of skills and competences required, as well as the qualifications demanded by the host organisations. This already happens in the case of the BA and MA in Political Science. In addition to the role of the Departmental Internship Committee, for the MA in Sociology, Social Policy and Intervention, the Coordinator will ensure that the positions will correspond to postgraduate level students' skills and learning needs.</p>	
In addition, the MA might consider offering a higher amount of compensation during the work placement to be competitive with other job opportunities. This would allow students to take it as an option to cover part of their expenses (apart from the academic benefits).	In addition to the stipend given by the host organisation, the Departmental Council provides a complementary compensation to students who participate in the internship programme (60% UCY funding/40% Departmental funding), to reach a minimum compensation of 400 EUR per student. Also, all UCY students receive 500 EUR during their internship period, via the state-funded programme «Έργο Διασύνδεσης με την Αγορά Εργασίας».	Choose level of compliance:



Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	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
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The first critical issue is the capacity of existing academic and administrative staff to accommodate up to 25 extra students per year and deliver the programme. There is a clear need for new permanent positions in Sociology to ensure the sustainability of this programme in the longer term.	Thank you for highlighting the importance of increasing the number of permanent teaching staff. Your suggestion has been extremely useful and has been used to negotiate the allocation of new positions. The Department has formally submitted requests for additional tenured or tenure-track positions, which will also substantially benefit the MA in Sociology, Social Policy and Intervention.	Choose level of compliance:
We suggest that the programme structure be recalibrated to ease staff workload, emphasize the core identity of the programme and consolidate the interdisciplinary component as set out in Section 1.	Following your recommendations, the core modules ECTS have been increased to 10 (from 7.5). This allows us to strengthen the core part of this MA and offer one less elective module per year. Following your suggestions, students should also select one interdisciplinary course. Please see Annex 1 for the revised structures of the programme.	Choose level of compliance:
Alongside this, the work placement should be available to all students.	Currently the Department has bilateral agreements with 30 labour market organisations in Cyprus, in the public, private and NGO sectors, 17 of which regularly offer Sociology internship positions (please see Annex 2). We are already working to expand the Department's existing partners' network to increase our pool of collaborators. Placements in research centres and groups within the University will also be considered (as per comment 2.4). Additionally, for this MA, students will also have the opportunity to find themselves an internship position relevant to their own interests. Hence, students will be able to choose between positions made available by the Department's bilateral agreements or a position	Choose level of compliance:

	<p>that they will find themselves. Such positions must be relevant to the field of Sociology, social policy and intervention. The positions that will be identified by students will be approved by the MA coordinator and the Departmental Internship Committee.</p> <p>Click or tap here to enter text.</p>	
<p>We also note the need for a clearer strategy regarding student numbers, finances and intellectual development over the first 5 years of the programme.</p>	<p>Thank you for raising this issue. A centralised system assesses the economic sustainability of all Master Degrees at UCY. An initial sustainability plan for this MA has been presented and approved by the Graduate School of the University of Cyprus. This includes teaching costs according to the position of each member of the academic staff, and costs related to promotion and advertising. Generally speaking, an MA at UCY breaks even at around 10 to 15 students. Our aim though would be to reach this at least during the 3rd year and raise it gradually. We are confident that we can achieve this as we know that our undergraduate students are already interested in this MA, and we also have a very active Promotion Committee in the Department, which will start promoting the MA in September 2025. The promotion campaign will include media interviews and advertisements in mainstream and new media to reach professionals working in relevant fields, graduates of Social Sciences and the general public.</p> <p>The Department has already submitted a strategic plan asking for new academic staff positions from UCY to cover staff shortages and support its new postgraduate degrees. The procedure is ongoing, and we are optimistic that Sociology</p>	<p>Choose level of compliance:</p>

	<p>will secure at least one position before the beginning of the MA. At UCY the number of staff is determined by a university algorithm calculated based on teaching needs, which defines the allocation of academic staff positions to the different Departments.</p> <p>Regarding curriculum development, we consider that within the first 5 years of implementation of the newly established programme we will be able to get useful feedback from stakeholders (students and labour market organisations). Further, the accreditation process that all programmes go through provides another excellent opportunity to reflect on each programme's strengths and weaknesses, review the content and make changes to further improve the quality and structure of classes offered.</p>	
The variety of assessment strategies proposed on the MA is a strength which will benefit students but there needs to be some standardization in the weighting given to the type of assessments.	Thank you for this suggestion. We do acknowledge your concern, and we will take under serious consideration the suggestions of the Committee regarding standardisation in the weighting of assessment types. This is something that will be discussed at the level of the Department for reasons of consistency of all the degrees and mainly the postgraduate degrees offered by the Department, and in alignment with the University's provisions and regulations regarding assessment, which currently promote autonomy in teaching and student evaluation.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



Click or tap here to enter text.

Click or tap here to enter text.

Choose level of compliance:

Final Remarks: We take up this opportunity to thank the EEC for their recommendations. We are especially grateful for the recognition of the added value of this new MA in Sociology, Social Policy and Intervention and for the acknowledgement of the good work that our teaching team is doing. Thank you for all the recommendations, which have helped us strengthen this programme.

C. Higher Education Institution academic representatives

Name	Position	Signature
Click to enter Name Prof. Yiannis Papadakis	Click to enter Position Sociology Coordination Committee	
Click to enter Name Prof. Philemon Bantimaroudis	Click to enter Position Dept. Head	
Click to enter Name Sophia Stavrou	Click to enter Position Sociology Coordination Committee	
Click to enter Name Andria Christofidou	Click to enter Position Sociology Coordination Committee	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: Click to enter date
4/3/2025

ANNEXES

ANNEX 1 – LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

Compulsory: 3 courses X 10 ECTS = 30 ECTS

SPS 532 Sociological Approaches in Contemporary Societies

SPS 533 Research Methods in Sociology, Social Policy and Intervention

SPS 534 Social Issues, Social Policy and Social Intervention

SPS 648 Masters Dissertation = 30 ECTS

Constrained Electives: 4 courses X 7.5 ECTS = 30 ECTS

Sociology Specialisation (3 courses)

SPS 535 Youth, Education and Work

SPS 536 Health, Policy, and Inequality

SPS 537 Gender Inequalities

SPS 538 Que(e)rying Societies, Politics and Cultures

SPS 539 Society, Environment, and Challenges

SPS 544 Culture, Art and Interventions

SPS 545 Contemporary Issues in Sociology, Social Policy and Social Intervention

SPS 546 Placement in Organisations

Interdisciplinary Electives (1 course)

JOU 516 Cultural Policies

SPS646 Migration Policy and Governance

SPS644 Crises and Social Movements

SPS621 Nationalism and Ethnic Conflict

JOU 507 Documentary Production

ANNEX 2 – LIST OF PARTNER ORGANISATIONS FOR SOCIOLOGY – BILATERAL AGREEMENTS

- Association for Historical Dialogue and Research
- Center for Social Innovation
- Commissioner for Children's Rights
- Cyprus Family Planning Association
- Cyprus Youth Organisation
- Cyprus Youth Council
- Hub Nicosia
- NGO Support Centre
- Cyprus Parliament
- Home for Cooperation
- Ministry of Education, Youth and Culture, Office of European and International Affairs
- Ombudsman Office, Commissioner for Administration and Protection of Human Rights
- SEAL Cyprus
- Nicosia Municipality
- Cyprus Refugee Council
- Mediterranean Institute of Gender Studies
- Cyprus National Addictions Authority

ANNEX 3 – SAMPLE OF BILATERAL AGREEMENT FOR INTERNSHIPS



ΜΝΗΜΟΝΙΟ ΣΥΝΕΡΓΑΣΙΑΣ

μεταξύ

του Τμήματος Κοινωνικών και Πολιτικών Επιστημών

και

του Μεσογειακού Ινστιτούτου Μελετών Κοινωνικού Φύλου

Το Τμήμα Κοινωνικών και Πολιτικών Επιστημών (ΚΠΕ) του Πανεπιστημίου Κύπρου (ΠΚ) είναι ένα δημόσιο, μη κερδοσκοπικό χαρακτήρα πανεπιστημιακό Τμήμα (Λευκωσία, Κύπρος), το οποίο και αναλαμβάνει τη διδασκαλία και την έρευνα σε τομείς όπως η Πολιτική Επιστήμη, η Κοινωνική Επιστήμη, η Δημοσιογραφία και τα Μέσα Μαζικής Ενημέρωσης.

Το Μεσογειακό Ινστιτούτο Μελετών Κοινωνικού Φύλου (ΜΙΜΚΦ) είναι μη-κυβερνητική, μη-κερδοσκοπική οργάνωση και δεξαμενή σκέψης, που συμβάλλει στην κοινωνική αλλαγή και στην προώθηση της ισότητας των φύλων μέσω συνδυασμού κοινωνικής έρευνας, ευαισθητοποίησης, εκπαίδευσης και κατάρτισης, αξιολόγησης δημοσίων πολιτικών και άσκησης πολιτικής πίεσης. Το ΜΙΜΚΦ είναι ενεργό μέλος κορυφαίων δικτύων στον τομέα της ισότητας των φύλων, όπως: το Ευρωπαϊκό Δίκτυο Γυναίκων, το Ευρω-Μεσογειακό Δίκτυο Ανθρωπίνων Δικαιωμάτων, το Ευρωπαϊκό Δίκτυο για την Καταπολέμηση της Βίας κατά των Γυναίκων, το Ευρωπαϊκό Δίκτυο Μεταναστών, το Ευρωπαϊκό Δίκτυο για την Καταπολέμηση του Ακρωτηριασμού των Γυναίκων Γεννητικών Οργάνων, το International Network on Leave Policies & Research, το Open Method of Coordination Working Group on Gender Equality in Cultural and Creative Sectors και την Ευρωπαϊκή Πλατφόρμα Κοινωνίας των Πολιτών ενάντια στην Εμπορία Ανθρώπων. Ιστοσελίδα: www.medinstgenderstudies.org.

Δια του παρόντος βεβαιώνεται ότι το ΚΠΕ και το ΜΙΜΚΦ συμφωνούν όπως:

I) Σκοπός του Μνημονίου Συνεργασίας: Ο σκοπός του παρόντος Μνημονίου είναι να παρέχει το πλαίσιο ετήσιας συνεργασίας μεταξύ του ΚΠΕ-ΠΚ και του ΜΙΜΚΦ.

II) Τομείς Συνεργασίας: Τα δύο μέρη συμφωνούν να συνεργαστούν στη δυνατότητα τοποθέτησης φοιτητών του ΚΠΕ στο ΜΙΜΚΦ, για πρακτική άσκηση, αναλόγως διαθεσιμότητας, και συγκεκριμένα:

- Να παρέχεται η ευκαιρία σε φοιτητές/τριες των προγραμμάτων σπουδών του ΚΠΕ που θα επιδείξουν ενδιαφέρον, για πρακτική άσκηση σε τομείς δραστηριοτήτων του ΜΙΜΚΦ. Οι όροι της συμφωνίας τοποθέτησης εκάστου φοιτητή/τριας θα αποτελούν αντικείμενο διαπραγμάτευσης μεταξύ των δύο μερών. Η συνεργασία παρέχει τη δυνατότητα προσφοράς μέχρι 2 θέσεων πρακτικής άσκησης διάρκειας δύο μηνών, μεταξύ Μαΐου και Αυγούστου κάθε χρόνο, αναλόγως της διαθεσιμότητας και των αναγκών του ΜΙΜΚΦ. Η συνεργασία μπορεί να επιβεβαιώνεται μέσω αλληλογραφίας, πριν την έναρξη της δώδεκα μηνών περιόδου πρακτικής εξάσκησης, μεταξύ του ΚΠΕ και του ΜΙΜΚΦ, και εφόσον ισχύουν εκείνες οι προϋποθέσεις που επιτρέπουν στο ΜΙΜΚΦ τη συνεργασία. Συμφωνείται ότι ο τρόπος αξιολόγησης των φοιτητών γίνεται με συμπλήρωση από το ΜΙΜΚΦ Εντύπου Αξιολόγησης που ετοιμάζεται από το ΚΠΕ.

III) Τροποποίηση ή/και Τερματισμός: Το παρόν Μνημόνιο μπορεί να υπόκειται σε τροποποίηση ή/και τερματισμό ανά πάσα στιγμή, από το ένα ή/και τα δύο συμβαλλόμενα μέρη, μέσω ανταλλαγής επιστολών ή και ηλεκτρονικού ταχυδρομείου.

IV) Σημεία Επαφής: Από πλευράς ΚΠΕ σημείο επαφής είναι ο εκάστοτε Πρόεδρος του Τμήματος και από πλευράς ΜΙΜΚΦ, η Διευθύντρια.

V) Υπογράφοντες: Σε πίστωση των ανωτέρω, τα συμβαλλόμενα μέρη υπέγραψαν το παρόν Μνημόνιο Συνεργασίας σε δύο (2) πρωτότυπα αντίγραφα στις ημερομηνίες που αναφέρονται πιο κάτω.


Αντώνης Έλληνας
Πρόεδρος Τμήματος


Σουζάνα Παύλου
Διευθύντρια

Για το Τμήμα Κοινωνικών
και Πολιτικών Επιστημών

Για το Μεσογειακό Ινστιτούτο Μελετών
Κοινωνικού Φύλου

Ημερομηνία: 07/04/2022

Annex 4

Course title	Health, Policy, and Inequality				
Course code	SPS 536				
Course type	Specialisation – Group A: Sociology Electives				
Level	Postgraduate				
Year / Semester	1 st year/1 st or 2 nd Semester				
Teacher's name	Adam Gemar				
ECTS	7.5	Lectures / week	1 x 3hrs	Laboratories / week	None
Course purpose and objectives	Within and between societies across the globe, stark health disparities persist. This course provides students with a theoretical and empirical look into these inequalities and the social structuring of health, illness, and medicine. It also provides exposure to specific empirical methods used in the analysis of these inequalities and provides students with an understanding of the types of data that shape public policy and the different public policies that shape public health outcomes.				
Learning outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none">• Understand social inequalities in health and differential medical outcomes• Discuss critically about how and why those inequalities exist• Know how social scientists empirically examine health, illness, and medicine• Understand how policy makers might use empirical research in policy decisions				
Prerequisites	None		Required	None	
Course content	This course will unpack the social causes of health and illness, as well as inequalities in health and medical responses to ill health through relevant social theories, empirical methods, and policy considerations. In short, we explore who gets sick, who gets what care when they are sick, how and why that is the case, and how public policy shapes these dynamics. We thus finally compare various health systems and health policies to assess what works for the provision of healthcare and public health in contemporary societies, and why.				
Teaching methodology	This course meets once a week, with a mix of short lectures and discussions to take place in each class. There will generally be one reading per class that some or all of the students will have to read in preparation and be prepared to participate in class discussions. A midterm and final assessment will also be administered on the course material.				
Bibliography	<ul style="list-style-type: none">• Conrad, P. and Barker, K. (2010) The social construction of illness: Key insights and policy implications. <i>Journal of Health and Social Behavior</i>, 51(S): S67- S79.				

- Harper, K. and Armelago, G. (2010) The changing disease-scape in the third epidemiological transition. *International Journal of Environmental Research and Public Health*, 7: 675-697.
- Stress and health: Major findings and policy implications. *Journal of Health and Social Behavior*, 51(S): S41-S53.
- Umberson, D., and Montez, J. K. (2010). Social Relationships and Health: A Flashpoint for Health Policy. *Journal of Health and Social Behavior*, 51, S54-S66.
- Braverman, P. and Gottlieb, L. (2014) The social determinants of health: It's time to consider the causes of causes. *Public Health Reports*, 129(1): 19-31.
- Ferarro, K.F., Schafer, M.H. and Wilkinson, L.R. (2015) Childhood disadvantage and health problems in middle and later life: Early imprints on physical health? *American Sociological Review*, 81(1): 107-133.
- Aburto, J.M. and van Raalte, A. (2018) Lifespan dispersion in times of life expectancy fluctuation: The case of Central and Eastern Europe. *Demography*, 55: 2071-2096.
- Phenlan, J.C., Link, B.G. and Tehranifar, P. (2010) Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. *Journal of Health and Social Behavior*, 51(1): S28-S40.
- Conrad, P. (2005) The shifting engines of medicalization. *Journal of Health and Social Behavior*, 46: 3-14.
- Mackenbach, J.P. et al. (2018) Trends in health inequalities in 27 European countries. *Proceedings of the National Academy of Sciences*, 115(25): 6440-6445.
- Weill, J.A. et al. (2020) Social distancing responses to COVID-19 emergency declarations strongly differentiated by income. *Proceedings of the National Academy of Sciences*, 117(33): 19658-19660.
- Bakhtiari, E., Olafsdottir, S. and Beckfield, J. (2018) Institutions, incorporations, and inequality: The case of minority health inequalities in Europe. *Journal of Health and Social Behavior*, 59(2): 248-267.
- Watson, D. (2012) The evolving understanding of recovery: What does the sociology of mental health have to offer? *Humanity and Society*, 36(4): 290-308.
- Shattuck-Heidorn, H., Reiches, M.W. and Richardson, S.S. (2020) What's Really Behind the Gender Gap in Covid-19 Deaths? *The New York Times*, June 24.
- Courtenay, W.H. (2000) Constructions of masculinity and their influence on men's well-being: a theory of gender and health. *Social Science & Medicine*, 50(10): 1385-1401.
- Wendt, C., Frisina, L. and Rothgange, H. (2009) Healthcare system types: A conceptual framework for comparison. *Social Policy and Administration*, 43(1): 70- 90.

Assessment	<ul style="list-style-type: none"> • Midterm assessment (50%) • Final assessment (50%)
Language	English

Annex 5

Course title	Research Methods in Sociology, Social Policy and Intervention				
Course code	SPS 533				
Course type	Compulsory				
Level	Postgraduate				
Year / Semester	1 st year/1 st Semester				
Teacher's name	Iasonas Lamprianou				
ECTS	10	Lectures / week	1x3hrs	Laboratories / week	
Course purpose and objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Study the theoretical background and methods of the most significant research approaches (e.g., positivism, constructivism, interpretive approach). • Understand the differences between qualitative and quantitative research paradigms and reflect on the merits of mixed research methods. <p>Apply key research approaches (e.g., positivism, constructivism, interpretivism) to real-world sociological and policy problems through case studies and hands-on projects.</p> <ul style="list-style-type: none"> • Formulate appropriate research questions and hypotheses for empirical research. • Familiarize with the basic stages of conducting research to plan, implement, and present postgraduate research. • Organize and conduct a comprehensive literature review and present the main findings. • Design and implement a mini research project involving data collection, analysis, and policy recommendations to assess the impact of a major intervention, such as the recent introduction of the National Health System (NHS), on rural communities in Cyprus. • Evaluate the methodology of a published research study 				
Learning outcomes	Students will be able to:				

	<ul style="list-style-type: none"> • design research studies to understand social phenomena and social problems, social policies and interventions. <ul style="list-style-type: none"> • plan data collection based on relevant literature, considering their choices for qualitative, quantitative, and mixed methodology. • work with secondary datasets (e.g., Eurostat, World Bank, European Social Survey, census data) to develop data-driven policy recommendations. • Analyze data using appropriate techniques to address specific research questions and hypotheses. • Refer to and explain the basic concepts and procedures used in data analysis for research purposes in the field of Social Sciences. • Use specific software such as R and NVivo, for recording, processing, and analyzing research data (qualitative and quantitative). • Interpret and present the results of analysis in the form of a brief article. 		
Prerequisites	N/A	Required	N/A
Course content	<p>The students will learn how to plan, organize, and conduct field research to understand social phenomena and social problems, social policies and social interventions. They will acquire knowledge about the ways various issues and challenges can be investigated. They will engage with issues such as data production and analysis related to pertinent problems and challenges and will reflect on interventions and policies necessary to address them. Throughout the course, the students will gain in-depth knowledge and skills related to various qualitative and quantitative (as well as mixed) methods. They will train on data analysis (primary data) and on the utilization of secondary data obtained from existing statistical research, archival materials, policy texts and audio-visual materials.</p> <p>The course will cover all the fundamental stages of the research process: defining the research topic, designing a research proposal and strategy for its implementation, collecting and analyzing data, writing a research report, and presenting the results. The students will have the opportunity to engage with guest lectures from practitioners (social researchers, policymakers, NGO workers) to understand the real-world impact of research</p> <p>The students will understand the crucial importance of connecting research, theory and action, and will engage with issues of epistemology and ontology in empirical research.</p> <p>Finally, students will be trained in effective strategies for disseminating their research findings, including the use of clear and accessible data visualizations tailored for public communication.</p>		
Teaching methodology	Lectures and Labs		

Bibliography	<p>Singleton, R. Jr. & Straits, B.C. (2009). Approaches to Social Research (5th ed.). London, England: Oxford University Press</p> <p>Νόβα-Καλτσούνη, Χ. (2006). Μεθοδολογία εμπειρικής έρευνας στις κοινωνικές επιστήμες. Ανάλυση δεδομένων με τη χρήση του SPSS 13. Gutenberg</p> <p>Berg, B. L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences (8th Edition). Pearson.</p> <p>Kenneavy, Kristin, Catherine E. Harnois, Maxine P. Atkinson, and Kathleen Odell Korgen, eds. (2022), Social research methods: Sociology in action. SAGE Publications.</p>
Assessment	<p>Mid-term project - (20%)</p> <p>Presentation and workshops (Labs) - (40%)</p> <p>Final Exam - (40%)</p>
Language	Greek