

Doc. 300.1.2

Date: 03/02/2026

Higher Education Institution's Response

- **Higher Education Institution:**

The Cyprus Institute of Neurology & Genetics

- **Town:** *Nicosia*

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

In Greek:

Νευροεπιστήμη [13 μήνες, 90 ECTS, Μεταπτυχιακό (MSc)]

In English:

Neuroscience [13 months, 90 ECTS, Master of Science (MSc)]

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

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

- **Concentrations (if any):**

In Greek: *N/A*

In English: *N/A*



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)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><i>There are only three minor areas of improvement under the sub-area Public information: Graduate employment information could be made publicly available perhaps in the form of a flow chart with % of graduates going into different occupations. This will help marketing and prospective and current students.</i></p> <p><i>Alumni testimonials could also be included in the website.</i></p> <p><i>The very high graduation rates, a reflection of the success of the program, could also be made publicly available.</i></p>	<p>We thank the EEC for its thorough evaluation and constructive comments.</p> <p>Taking into consideration the EEC comments, the CING website has been updated to incorporate additional information about the alumni community, including the PhD graduates. Information related to employment graduation rates and graduates' testimonials is now publicly available. This can be found under the following link: https://www.cing.ac.cy/en/education/alumni</p> <p>Furthermore, CING shares alumni success stories, testimonials and achievements (including PhD graduates) through its social media platforms: Facebook, X, YouTube, LinkedIn and via the CING newsletter: https://www.cing.ac.cy/en/newsletters</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><i>Students are generally very satisfied with the programme based on the interviews, and student satisfaction scores of courses. Possible areas of improvement are the following:</i></p> <p>Move towards uniform teaching and examination formats across the different courses</p> <p><i>The following points are based on interviews with students, exams viewed and student satisfaction scores:</i></p> <p><i>- The committee observed that there is a wide range of total number of questions asked per exam. For example, 24 multiple choice (MC) & 13 short-essay questions (Neuro101, NEURO101: Cellular and Molecular Neuroscience) or 18 MC & 29 short-essay questions (MM101, Molecular Basis of Monogenic Disease), both for 3 hour exams. It would be good practice to ensure that the total number of questions and the ratio of MC vs short-essay questions is more uniform among courses.</i></p>	<p>We appreciate the EEC’s recommendation regarding the adoption of a uniform teaching and examination format. Concerning the specific remark related to variations in the number of questions in exam papers across the different courses, we acknowledge this diversity. However, a consistent format is applied with regards to the type of questions: all courses include multiple choice/matching, short-answer or / and essay questions in the exam papers. Each course, however, is individual with distinct content scope and a strictly standardized format with regards to the number of each type of questions may not always allow for an optimal evaluation of student performance. We feel that maintaining a degree of flexibility enables each course to preserve its pedagogical individuality while ensuring effective assessment.</p> <p>We ensure that each exam paper can be answered well within the allocated time and that enough time is available for the students to review their answers. To support this, standardized guidelines regarding the expected length of responses will be applied consistently across all courses, as follows:</p> <ul style="list-style-type: none"> • Multiple-choice questions will include five (5) possible answers, from which one correct answer must be selected. • Answers to short essay questions should not exceed 1 paragraph (1/3 of A4 page). • Answers to essay questions should not exceed one (1) A4 page. 	<p>Choose level of compliance:</p>
<p><i>- It would be good practice for teachers to check each other's MC / short-essay exam questions, and to make this an official check-point. Likewise, model answers (e.g. key points that should be in the answer) should be provided for all short-essay questions for the purposes of double marking</i></p>	<p>We agree with this suggestion, as it will contribute to improving the quality and consistency of examinations. A dual review of examination material is already in place prior to each examination, conducted by the Course Coordinator and at least one additional Academic Staff involved in the course. This will now be documented formally using a standard form that will be provided by the Education Office at the beginning of the</p>	<p>Choose level of compliance:</p>

<p><i>and resolving potential student appeals.</i></p>	<p>Semester. The signed forms will be submitted to the Education Office together with the examination paper.</p> <p>In addition, each Course Coordinator will prepare model answers and/or key marking points for each examination question, including the allocation of marks per key point or answer. These model answers will be distributed among the markers and ultimately to the Education Office at the end of the course for archiving and quality assurance.</p>	
<p><i>For presentations and research project dissertations, grading rubrics should be used; these rubrics should be available to the students in advance.</i></p>	<p>A uniform grade weight is applied across all courses (10% of the overall grade).</p> <p>However, to ensure a uniform rubric across all courses the following weight distribution will be implemented:</p> <ul style="list-style-type: none"> • Scientific Content & Understanding (30%) • Presentation Structure & Visuals (20%) • Communication & Delivery (20%) • Q&A (30%) <p>Duration of each presentation: up to 20' (individual or group presentations).</p> <p>Guidelines for the structure of the presentation will be provided to the students in advance.</p> <p>The rubric provided in Annex 1 will be communicated to the students at the beginning of the course.</p>	<p>Choose level of compliance:</p>
<p><i>If not already practiced, there should be a dual marking system for all assessments including, short-essay exam questions, presentations and thesis dissertations. This will minimise subjective marking.</i></p>	<p>As stated in the school's regulation, for each essay question, a list of key points that should be included in the answer, together with the respective awarded marks is provided by the Course Coordinator to two members of the course teaching staff who will mark each essay question independently. Should a significant variation arise (i.e., more than 10%) in the marks allocated, then the Course Coordinator also marks the exam paper and provides the final grade. If the two marks are within a 10% deviation, the final mark is the average between the two.</p> <p>Students' presentations are assessed by at least two academic staff members involved in the course.</p>	<p>Choose level of compliance:</p>

<p>Implement formal accommodations for diverse learners</p> <p><i>- Consider making available non-downloadable recordings of all lectures via the CING digital learning environment (Extranet) after the classes. Recordings are not intended to replace attendance, but to support learning after class. This is especially important for diverse learners (e.g. dyslexia, ADHD or autism).</i></p> <p><i>- The programme team provided the panel with examples of how exam accommodations (e.g. extra time, private room etc.) for students with documented additional/diverse learning needs have been provided. However, it should be included in the student handbook that students may request appropriate accommodations (upon medical certification), which will be assessed by the programme team and if appropriate, approved.</i></p>	<p>The CING is committed to offering practical solutions to any students’ special needs, such as access to CING facilities, or assistance with academic issues. This is communicated to the students and the public in general through the yearly Prospectus (refer to page. 33). The relevant information will also be added to the students’ handbook, starting from the Academic Year 2026/27 as recommended by the EEC.</p> <p>The Education Office serves as the main point of contact for students who wish to request special arrangements during their studies, provided that proper justification is provided (such as medical certificates). Special arrangements vary depending on each case. A few examples are provided below:</p> <ul style="list-style-type: none"> • Extra time during examinations (20% per examination) • Additional one-to-one tutoring • Student buddy <p>All students have access to lecture notes through the Extranet and to additional reading material through the CING library.</p> <p>Currently, the recording of lectures is not permitted according to CING regulations. All courses are designed to be highly interactive, with students actively engaging in discussions and collaborative learning. Consequently, any recording of lectures would require prior consent from all parties involved, including both academic staff and students.</p> <p>Moreover, the existing infrastructure does not fully support the reliable and secure recording of lectures. With the upcoming expansion of CING premises, the School intends to explore the feasibility of developing the necessary infrastructure to accommodate lecture recording in the future.</p> <p>All course coordinators are available to students during designated office hours or by appointment for additional tutoring. Students are encouraged to make use of this opportunity for additional academic support which is facilitated by the small number of students.</p>	<p>Choose level of compliance:</p>
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	<p>Student support is further facilitated and their feedback encouraged by regular invites for research advisor meetings, to allow for independent insight into student progress and contentment.</p>	
<p><i>Extend support and education on the use of artificial intelligence</i> <i>Introduce a brief course or training program on artificial intelligence (AI) at the start of the programme focusing on the appropriate and ethical use of AI for academic purposes.</i></p> <p><i>Faculty should also receive AI training and how they can effectively use AI for educational purposes.</i></p>	<p>CING acknowledges the importance of educating both students and staff on the proper and ethical use of AI tools. To strengthen this area, CING has recently introduced a new Transferable Skills Seminar that is mandatory to all students entitled: "Application of AI in education and research". This lecture introduces AI in education and research, emphasizing its responsible and ethical use. It provides a general overview of AI concepts and terminology, highlights the potential of AI to automate administrative tasks and enhance efficiency, and concludes with an overview of practical AI tools and resources that can be applied in academic and research settings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand key AI concepts, terminology, and characteristics. • Analyze AI's potential, limitations, and practical applications in education, research, and academic workflows. • Recognize ethical considerations, potential biases, and responsible use of AI. • Identify and utilize practical AI tools and resources for academic and research tasks. <p>Furthermore, one of the strategic objectives of CING for the period 2024–2027 is to strengthen the digital culture of Artificial Intelligence (AI) across the Institute. AI is recognized as a vital enabler of operational efficiency, institutional development, and innovation. To this end, CING has set a strategic goal to enhance training and raise awareness on AI-related matters among its Research, Clinical, Administrative, and Academic staff. This initiative forms part of a broader effort to cultivate a culture of data science and AI within the organization—an essential foundation for leveraging data-driven insights that support informed decision-making, academic excellence, and continuous innovation.</p> <p>As part of this initiative, during the Academic Year 2024–2025, both administrative and academic staff participated in advanced training sessions focused</p>	

	<p>on the effective integration of AI tools into their daily operations, including research, teaching, and learning activities.</p> <p>Furthermore, CING is committed to fostering an informed, ethical, and well-regulated integration of Artificial Intelligence (AI) into its daily operations. Starting from November 2025, the Institute will launch a series of weekly 30-minute online sessions, providing a platform for CING staff to share their experiences and insights on the use of AI tools in their work. This initiative aims to encourage collective learning and continuous growth within our community as we adapt to the evolving landscape of AI.</p>	
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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
<p><i>The MSc programme and its teachers have a very good profile based on the interviews with faculty and students. Possible areas of improvement include: Introduce peer-observation practices for teaching staff</i></p>	<p>Course coordinators observe other Academic staff delivering lectures/tutorials within the course, especially new teaching staff, however, as yet not in a structured and documented mode.</p> <p>Therefore, CING welcomes the recommendation to introduce formal structured peer-observation practices, as it aligns with the Institute's commitment to continuous improvement in teaching quality and staff development. Peer observation will be implemented as a formative, non-evaluative process, aiming to promote reflective teaching, exchange of good practices, and collegial feedback.</p> <p>Observations will be conducted for the Academic Staff delivering more than 3 sessions (lectures/tutorials/ workshops) in a course and who receive low scoring in the students' evaluation, (below average in two consecutive years). Observers will be any of the following: Course Coordinators, Programme Coordinators, Dean, Provost.</p> <p>The Peer-observation form is provided in Annex 2.</p>	<p>Choose level of compliance:</p>
<p><i>For staff who did not undertake any training or education in English, it would be advisable to introduce proof of English proficiency (C1-C2 level).</i></p>	<p>English is used across all activities at CING. All CING academic staff are competent in English, are evaluated for academic appointments in English, participate in international scientific networks, and publish their work in English. Furthermore, all official CING procedures and institutional communications are conducted in English. Therefore, the provision of additional proof of English language proficiency is not considered necessary.</p>	<p>Choose level of compliance:</p>
<p><i>Newly-appointed staff and staff wishing to refresh their teaching methods should undertake training/refresher courses towards a teaching certificate.</i></p>	<p>CING invests in the Development of its academic staff and acknowledges that teaching tools and approaches are evolving rapidly, thus mandating the regular upgrading of teaching skills. The CING faculty and associate faculty need to keep abreast of</p>	<p>Choose level of compliance:</p>

<p><i>See below for possibilities: Pedagogical Formation Certificate Programs. These programs aim to provide training in effective teaching behaviors, student-centered education, and respect for socio-cultural differences</i></p> <p><i>The European Association for Higher Education Accreditation (EAHEA) offers teacher certification that is recognized internationally. This certification is particularly beneficial for those aiming to teach at other renowned academic institutions</i></p>	<p>developments and keep up with the latest teaching approaches and tools emerging in the field. Therefore, the Education Office has planned the following trainings for 2026:</p> <p>1. Enhancing Teaching Effectiveness of CING Academic Staff (Academic staff across all programmes)</p> <p><u>Intended Learning outcomes:</u></p> <ul style="list-style-type: none"> • Apply modern teaching methodologies appropriate for higher education. • Design and deliver engaging, student-centered lessons. • Develop effective and visually engaging presentation materials. • Confidently use digital tools and platforms to enhance teaching delivery. • Demonstrate strong communication and classroom management skills. • Foster active learning and engagement through interactive strategies. <p>2. Implementing Problem-Based Learning (PBL) in Higher Education (to be offered initially to all course coordinators)</p> <p><u>Intended Learning outcomes:</u></p> <ul style="list-style-type: none"> • Understand the core philosophy and benefits of Problem-Based Learning in higher education. • Design effective PBL scenarios relevant to their discipline. • Facilitate PBL sessions using student-centered, inquiry-based techniques. • Manage group dynamics, student roles, and feedback in PBL. • Assess student performance in a PBL context using appropriate tools and rubrics. 	
<p><i>For ongoing education of staff, include an active bystander workshop to empower staff to recognize, challenge, and prevent inappropriate, discriminatory, or harmful behaviour in a respectful and safe way.</i></p>	<p>We acknowledge the importance of the EEC’s recommendation. In this regard, CING has already taken steps toward this goal. In 2023, CING hosted a seminar for both academic and administrative staff entitled “Diversity, Equality & Harassment in the Workplace.” The purpose of this training was to ensure that participants develop a solid understanding of equality and diversity in the workplace, recognize that organizational culture</p>	<p>Choose level of compliance:</p>

	<p>underpins institutional effectiveness, and understand that building and sustaining a positive culture is a shared responsibility of all. The seminar emphasized that equality and diversity extend beyond preventing discriminatory recruitment practices or promoting tolerance, and instead require proactive, collective engagement to foster inclusive and respectful work/academic environments.</p> <p>In addition, CING has established and actively implements a suite of policies that guide staff conduct and support a safe and inclusive workplace, including:</p> <ul style="list-style-type: none"> • Civility and Mutual Respect Policy • Equality, Diversity and Inclusion Policy • Policy on the Prevention and Management of Work-Related Stress • Sexual Harassment Policy and Procedures • Whistleblowing Policy and Procedures <p>CING remains committed to continuous improvement in this area and will consider how future training initiatives, including potential active bystander workshops, can further strengthen our ongoing staff development programs.</p>	
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4. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<i>No areas for improvement identified.</i>	Click or tap here to enter text.	Choose level of compliance:

5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<i>Implement formal accommodations for diverse learners</i> - See areas of improvement in section 2.	Please refer to actions provided in section 2.	Choose level of compliance:
<i>Extend support and education on the use of artificial intelligence</i> - See areas of improvement in section 2.	Please refer to actions provided in section 2.	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
N/A	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
N/A	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
<p><i>The recommendations of the EEC fall under five categories:</i></p> <p>1. <i>Further enhance teaching standards by introducing peer observations, teaching courses and uniform English standards</i></p>	<p>Peer observation is currently applied on an ad hoc basis, mainly when new lecturers are introduced. CING welcomes the recommendation and will formalize peer observation as a formative, non-evaluative practice.</p> <p>As English is the established working language of CING for academic appointments, teaching, research, publications, and all official procedures and communication, the Institute considers that the provision of additional proof of English language proficiency is not necessary, as this is a requirement of employment.</p>	Choose level of compliance:
<p>2. <i>Further improve assessments by making them uniform across all courses, providing model answers and rubrics and enforcing a dual marking system in all assessments</i></p>	<p>CING welcomes the EEC's recommendation on uniform teaching and examination practices and acknowledges variations in exam structure, noting that while question numbers may differ, a consistent mix of question types is applied across all courses to reflect distinct learning outcomes. To ensure fairness, standardized guidelines for response length will be implemented, and all examinations will continue to be answerable within the allocated time. Examination papers will be subject to dual review,</p>	Choose level of compliance:

	formally documented through signed declarations, and Course Coordinators will prepare model answers and marking schemes for quality assurance. In addition, a uniform presentation rubric and weight distribution will be applied across all courses to enhance consistency in assessment.	
3. <i>Implement formal accommodations for diverse learners by providing recorded lectures and making students aware of the possibility of accommodations</i>	CING is committed to supporting students with special needs through tailored arrangements coordinated by the Education Office and communicated via the Prospectus, with additional information to be included in the Student Handbook from Academic Year 2026/27. Support measures may include extra exam time, individual tutoring, or a student buddy, depending on documented needs, while all students have access to lecture materials and library resources. Lectures are not currently recorded due to the interactive nature of teaching and infrastructure limitations; however, the feasibility of lecture recording will be explored as part of the expansion to the new CING Premises.	Choose level of compliance:
4. <i>Provide extended support and education on the use of artificial intelligence</i>	CING recognizes the importance of the ethical and responsible use of AI and has introduced a mandatory Transferable Skills Seminar on the application of AI in education and research for all students. In parallel, strengthening the digital culture of AI is a key strategic objective for 2024–2027, with targeted training and awareness initiatives for research, clinical, administrative, and academic staff. These efforts include advanced staff training during 2024–2025 and the launch of regular informal AI knowledge-sharing sessions from November 2025, fostering informed, ethical, and innovative use of AI across the Institute.	Choose level of compliance:
5. <i>Enhance programme marketing by making publicly available the employability and career directions of graduates</i>	Information related to employment graduation rates and graduates’ testimonials is publicly available. This can be found under the following links: https://www.cing.ac.cy/en/education/alumni Furthermore, CING shares alumni success stories, testimonials and achievements (including PhD graduates) through its social media platforms: Facebook , X , YouTube , LinkedIn and via the CING newsletter: https://www.cing.ac.cy/en/newsletters	Choose level of compliance:

C.



D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof Leonidas A. Phylactou	Provost	
Dr Petros Petrou	Dean	
Prof Kleopas Kleopa	Programme Coordinator	

Date: 03/02/2026

Evaluation Rubric: Paper Presentation

Student Name:

Paper Title:

Time:

up to 20 minutes (5 mins
Q&A)

1. Scientific Content & Understanding (30%)

	85-100%	65-84%	50-64%	Fail (<50%)
Introduction & Context	Excellent framing of the scientific context. Clearly defines the knowledge gap and hypothesis. Demonstrates deep background knowledge.	Good summary of the background. Hypothesis is stated clearly. Some context provided but could be broader.	Basic introduction provided. The research question is mentioned but the context is weak or assumed.	Fails to explain why the study was conducted. No hypothesis or clear objective stated.
Methodology & Results	Explains complex methods with precision. Interprets results rather than just listing them. Highlights key data.	Describes methods accurately. Presents results clearly but follows the paper's structure too rigidly with insufficient synthesis.	Listing of methods is superficial. Results are presented but with minor inaccuracies or confusion about significance.	Major misunderstanding of the techniques used. Misinterpretation of the data or key figures.
Critical Analysis	Offers insightful critique of the study's limitations and strengths. Proposes valid future directions or alternative approaches.	Identifies limitations mentioned by authors. Critique is present but standard.	Relies heavily on the authors' own discussion. Little independent critical thought shown.	No critique offered. Accepts the paper's conclusions as absolute fact without question.

2. Presentation Structure & Visuals (20%)

	85-100%	65-84%	50-64%	Fail (<50%)
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Organization & Flow	Logical narrative arc (Intro → Methods → Data → Conclusion). Transitions are seamless. Perfect time management (10-15 min).	Logical structure. Good transitions. Finishes within time limits, perhaps slightly rushed or short.	Hard to follow at times. Jumping between topics. Significantly under or over time.	Disorganized. No clear beginning or end. Severely over time, requiring intervention.
Visual Aids (Slides)	Professional, high-impact slides. Figures are high-res and customized/annotated for clarity. Minimal text; the student speaks to the slides. Slide numbers and clear headings aid orientation and subsequent Q&A.	Clean slides. Figures are clear. Some text-heavy slides but generally readable.	Slides are cluttered or low resolution. Too much text (reading from slides). Inconsistent formatting.	Illegible graphs. Copy-pasted walls of text. Distracting backgrounds or animations.

3. Communication & Delivery (20%)

	85-100%	65-84%	50-64%	Fail (<50%)
Verbal Delivery	Engaging, confident, and enthusiastic. Clear projection and pacing. Uses specific terminology correctly.	Clear voice. Good pacing. Occasional minor hesitations and stumbles, but generally confident.	Monotone or quiet. Reading from notes/script frequently. Terminology often misused.	Inaudible or incoherent. Entirely read from script. Hard to follow
Non-Verbal Cues	Strong eye contact with entire room. Natural gestures. Professional demeanor.	Good eye contact, mostly with the professor. Some nervous habits (fidgeting).	Little eye contact (looks at screen/floor). Closed body language.	Back turned to audience. Constant fidgeting or freezing up.

4. Q&A (30%)

	85-100%	65-84%	50-64%	Fail (<50%)
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Response to Questions	<p>Answers concise and direct. Admits knowledge gaps but speculates intelligently based on principles. Engages in scientific dialogue. Is aware of supplementary materials (if any). Is able to interpret aspects of the article in the context of corresponding course lectures.</p>	<p>Answers most questions correctly. May struggle with hypothetical or "big picture" questions.</p>	<p>Answers are vague or slightly off-topic. Struggles to clarify points when pressed. Unaware of wider context of individual analyses or of the article subject.</p>	<p>Unable to answer basic questions about the paper. Becomes defensive or shuts down.</p>
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Final Score Calculation

Section	Score (0-100%)	Weight	Weighted Score
1. Scientific Content		x 0.3	
2. Structure & Visuals		x 0.2	
3. Communication		x 0.2	
4. Q&A		x 0.3	
Total Score			

Academic Staff Peer-Observation Sheet

Date	
Course	
Observee name and signature	
Observer name and signature	

Observer's Report

	YES	PARTIALY	NO	COMMENTS
The lecturer covered the scheduled material within the allocated time frame.				
The lecturer explained the material clearly and in ways that are easy to understand and offers alternative explanations or additional examples to facilitate learning and understanding.				
The lecturer was well-organized and prepared for the lecture/tutorial/workshop.				
The lecturer used student centered approaches and made the lecture interactive for the students.				
The lecturer was approachable and responsive to the students' needs/questions.				

Overall strengths observed:

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Suggestions for improvement:

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