



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Accreditation Expert Group Report on Higher Education Programme**  
**Public Health**  
Ivane Javakhishvili Tbilisi State University

Date(s) of Evaluation  
October 26, 2017  
Report Submission Date  
December 1, 2017

Tbilisi  
2017

## HEI's Information Profile

|                                |  |
|--------------------------------|--|
| Name of the Institution        | Ivane Javakhishvili Tbilisi State University |
| Legal Form of the Organization | LEPL   |
| Type of Organization           | University                                   |
| Identification Code            | 204864548                                    |

## Higher Education Programme Information Profile

|  |                               |
|--|-------------------------------|
| Name of the Programme                                  | „Public Health”               |
| Level of Education                                     | Master's Program              |
| Qualification Granted Indicating<br>Qualification Code | Master of Public Health (MPH) |
| Language of Instruction                                | English                       |
| Number of Credits                                      | 120 ECTS                      |
| Programme Status (Authorized/<br>Accredited/New)       | New                           |

## Expert Panel Members

|  |   |
|--|---|
| Chair (Name, Surname,<br>University/organization/Country)  | Prof. Linas Šumskas<br>Lithuanian University of Health Sciences, Kaunas,<br>Lithuania |
| Member (Name, Surname,<br>University/organization/Country) | Assoc prof. Nana Mebonia<br>Tbilisi State Medical University, Tbilisi, Georgia        |
| Member (Name, Surname,<br>University/organization/Country) | Prof. Otar Gerzmava<br>Tbilisi State Medical University, Tbilisi, Georgia             |
| Member (Name, Surname,<br>University/organization/Country) | Mariam Tevzadze<br>Tbilisi State Medical University, Tbilisi, Georgia                 |

## ACCREDITATION REPORT EXECUTIVE SUMMARY

### GENERAL INFORMATION ON THE EDUCATION PROGRAMME

Ivane Javakhishvili Tbilisi State University (TSU) has had a rich tradition of teaching health care professionals, medical doctors since it was established in 1918. Therefore, due to the different historical circumstances training of health professionals was halted in the 1930's and the Medical Faculty at TSU was re-established once again after restoration of Georgian state independence only two decades ago - in 1995. The revival of medical training at the university has resulted in expansion of the training possibilities for public health professionals - the master's program in Public Health (in Georgian language) has been launched at the Faculty of Medicine in 2002.

The new step in further development of Public Health teaching at TSU is related with the recent international collaboration project "Georgian-Norwegian Collaboration in Public Health" (CPEA-2015/10057 project), which is funded by the Norwegian Centre for International Cooperation in Education (CIU). This project has started in March 2016. One of the aims of the project is to promote modern Public Health training opportunities in Georgia and to start the totally new Master's program in English. Norwegian Arctic University in Tromsø (Norway) is the major academic international partner and the financial donor of the project. Georgian National Center for Disease Control and Public Health (NCDC) and the Department of Public Health at the Medical Faculty of TSU are the major country partners in this activity. Consortium agreement for this project also has been signed by University of Georgia, UNICEF Georgia, agency for Consulting and IT Innovations. The duration of the project is 4 years, until the end December, 2019.

The opening conference of the project was held on April 5, 2016 in Georgia. The Department of Public Health of the TSU together with international partners has presented the concept of the new Master's program. The curriculum of the study program was based on the principles of modern public health training in the European countries, Norwegian experience of training of public health professionals at the Arctic University in Tromsø was taken into account as a model for teaching.

Committee for the development of the study programme (12 persons) was established on July 1, 2016. It involved 2 students, 2 graduates, and the teaching staff from the Department of Public Health of Medical Faculty at TSU and also administrative staff of Georgian National Centre for Disease Control and Public Health (NCDC), representative of Arctic University in Tromsø.

TSU has applied to the National Centre for Educational Quality Enhancement in 2017 for conducting the evaluation of the developed master's study programme. The team – Self-Evaluation Committee – which consisted of seven academic persons from the Department of Public Health, the Medical Faculty and from other units of TSU has prepared the internal Self-Evaluation Report.

The new Master's programme Public Health will be taught in English within the Faculty of Medicine. Nowadays, this faculty has similar Master's programme which was started in 2002 and is taught in Georgian. The proposed new programme counts 120 ECTS, including 90 credits for training/study components and 30 credits for the research component. The study component consists of 3 blocks: research module, mandatory teaching modules and elective modules.

#### BRIEF OVERVIEW OF THE ACCREDITATION SITE-VISIT

The current review has been carried out under the guidelines and procedures of the National Centre for Educational Quality Enhancement in Georgia. The study programme analysis is based on the Self-Evaluation Report prepared by the Self-Evaluation Committee and presented to the panel of four experts one week before the site visit which was conducted on October 26, 2017. In addition, the information which was collected during the interviews with the teaching staff, invited lecturers, employers, administration, with students and graduates was taken into account for making the final summary conclusions by the expert panel. Supplementary materials, documents presented by the authors of new teaching programme also were extremely important for making conclusions and providing suggestions.

During the site visit, the team had the opportunity to discuss the programme with administration, self-evaluation group, teaching staff, students, graduates and employers. The team also visited the TSU campuses (two locations: Faculty of Medicine and the central building of the TSU) including the lecture rooms, laboratories, the libraries used by the programme. The



members of the expert panel held a meeting in the end of the site visit in order to discuss exit presentations and the key findings. The strengths, weaknesses and suggestions for the programme further development were discussed. The opinions of the team members were adjusted and agreed to represent the harmonized opinions of the whole evaluation team.

## SUMMARY OF EDUCATION PROGRAMME'S COMPLIANCE WITH THE STANDARDS

### 1. Educational programme objectives, learning outcomes and their compliance with the programme:

The programme objectives are clearly defined and can be achieved. The listed objectives are consistent with the mission of the TSU and take into consideration national and international labour market demands as well as challenges of the global health. In addition, evidence provided showed that the content of a programme component ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized. The panel of experts considers that the list of learning outcomes reflects appropriate level of master's qualifications (carrying out independent research, ability to express in depth understanding, critical evaluation of research paper etc.). The learning outcomes of the Master's programme ensures possibility of graduates to continue their education on the next level of university studies and also to be recognized at the international labour market. This information presented and the meetings with the social partners showed that proper mechanism of collaboration and participation between the teaching programme is established and implemented, which allows to take into account opinions, suggestions and initiatives of stakeholders and to provide progress in programme development.

Comply with the requirements

### 2. Teaching methodology and organization, adequate evaluation of programme mastering:

The admission Requirements for recruiting students for the programme are transparent and comply with the requirements of the Law on Education of Georgia. This also ensures the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes. The panel of experts has concluded that the sequence and admission preconditions of programme components are logical and comply with national and international requirements and practices. In addition, the evaluation methods of each programme component are relevant to student learning outcomes. According to the observations of the experts' panel the student evaluation criteria are transparent and students are informed properly about the achievement of learning outcomes, their gaps and ways for improvement.

Complies with the requirements

### **3. Student achievements and individual work with them:**

Students receive appropriate consultations and support. They are involved in the planning process, as well as in seeking for higher academic achievements. Most of the graduates from the similar programme (taught in Georgian) are employed.

They have enough information about exchange programs and are actively involved in it and have the necessary information. Academic staff workload scheme includes individual work with students, has regular small group meetings and individual consultations. University supports students' involvement in research projects and extra-curricular activities through participation in the international student exchange by encouraging research work in the framework of student's research circles. The university aims to internationalise its teaching and scientific work and employability of its graduates by widening participation in the European projects, providing exchange opportunities for students and by offering study programmes in foreign languages.

Complies with the requirements

### **4. Providing teaching resources:**

University has appropriate infrastructure and technical equipment to ensure effective learning and teaching process. Master's programme staff has necessary competences required for the achievement of intended learning outcomes: 11 local teachers (1 professor, 4 associate professors and 6 other teachers) will be involved in teaching; in addition, six invited foreign lecturers (2 professors, 3 associate professors and 1 PhD student) from Tromsø University will provide supplementary teaching assistance as the invited guest lecturers. TSU administrative support for the programme implementation is sufficient to start and implement the programme. Access to rich TSU library is provided as well as additional study textbooks were purchased through the international Georgian-Norwegian project with active participation of Tromsø University. Mentioned teaching materials are based on the core achievements in the field and this ensure the achievement of intended learning outcomes.

Complies with the requirements

### **5. Teaching quality enhancement opportunities:**

University and the Faculty of Medicine has a full operational and well-established Faculty Quality Assurance System which complies with national and international standards and provide possibility to enhance opportunities for the Master's programme development.

Complies with the requirements

## SUMMARY OF RECOMMENDATIONS

The panel of experts suggest to provide accreditation for the Master's programme Public Health without the additional mandatory recommendations.

### Summary of Suggestions

1. Position the study programme more precisely among other similar curricula preparing public health specialists (the added value of teaching in English).
2. Develop closer ties (inclusion to the Programme Committee) with social partners and potential employers to have a better evaluation on the labour market needs.
3. Reconsider to include the Module of Practical Training (practical placement) in the Master's study programme.
4. Update the syllabi of modules by adding information about individual consultation time in addition to lectures and seminars.
5. Develop more detailed learning outcomes for the research module (Master's Thesis) by integrating in the list items from the Evidence based Public Health and Epidemiology and Biostatistics I-II.
6. Provide teaching on qualitative methods and add learning outcomes for qualitative research methods, on human relations and communication by providing elective courses or updating existing modules.
7. Correct the concept of learning outcome evaluation by eliminating the student's attendance score from the student's achievement evaluation scheme (it covers several accumulative components) as this component is not considered as a learning outcome (see Tuning Project, 2008).
8. Reconsider and propose to students earlier term for selection of the research topic for the Master's thesis.
9. Redesign some rooms and spaces at the building of the Faculty of Medicine, to create more modern comfortable campus which focussed on improved conditions for students and teachers and which facilitates better informal communication, networking, nutrition, exercise, etc.

## Summary of Best Practices (IF APPLICABLE)

Not applicable

### COMPLIANCE OF THE PROGRAMME WITH ACCREDITATION STANDARDS

#### 1. Educational programme objectives, learning outcomes and their compliance with the programme

1.1 Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands

##### Descriptive summary and analysis of compliance with standard requirements

The objectives of the study programme (comprehensive knowledge and skills, leadership and globalization, new national and international health challenges etc.) are clearly defined and relates well to the broad public mission (focus on universal values, dissemination of knowledge) of the Tbilisi State University (TSU) and the strategic vision of the Faculty of Medicine, which considers meeting modern standards of medical and public health education, opportunity for receiving future oriented education, providing student-centered learning and preparing competitive specialists. Programme objectives also correspond with the Strategic Development Plan of the TSU 2017-2021 which aims for broader international cooperation and improving the place in the international university rankings.

Defining the labour market demands found weaker justification in the Self-Evaluation Report. Therefore, during the site visit additional information was presented about the development of personal health care and public health care network in Georgia. Representatives of employers (NCDC, Department of Medical Statistics, Emergency Cardiology Centre etc.) pointed on the need of specialists of epidemiologists, specialists of health statistics) who could work as field professionals in variety of institutions.

The panel of experts considers that programme objectives are clearly defined and could be achieved. The listed objectives are consistent with the mission of the TSU and take into consideration national and international labour market demands as well as challenges of the global health.

##### Evidences/indicators

- Self-Evaluation Report (SER).
- Programme Description (PD).
- Georgian-Norwegian Collaborative Master Programme Public Health. Tbilisi, TSU, 2017.
- Meeting with employers.
- Meeting with programme students and alumni.

|   |
|---|
| <ul style="list-style-type: none"> <li>- The Strategic Development Plan of the TSU<br/>(<a href="https://www.tsu.ge/data/file_db/PR/2017-2021.pdf">https://www.tsu.ge/data/file_db/PR/2017-2021.pdf</a>);</li> <li>- Website of Tbilisi State University <a href="https://www.tsu.ge/en">https://www.tsu.ge/en</a></li> </ul>   |
| <b>Recommendations:</b><br>Not suggested  |
| <b>Suggestions for programme development:</b><br><br><ul style="list-style-type: none"> <li>- Position the study programme more precisely among other similar curricula preparing public health specialists (the added value of teaching in English).</li> <li>- Develop closer ties (inclusion to the Programme Committee) with social partners and potential employers to have a better evaluation on the labour market needs.</li> </ul> |
| <b>Best Practices (if applicable):</b><br><br>The advantage of the study programme is that its objectives were elaborated with international partners (Norwegian project), international and global context was taken into account for the formulation of the programme goals.  |
| <b>In case of accredited programme, significant accomplishments and/or progress</b>   |
| <b>Evaluation</b><br><br><div style="margin-left: 40px;"> <input checked="" type="checkbox"/> <b><u>Complies with requirements</u></b><br/><br/> <input type="checkbox"/> Partially complies with requirements<br/><br/> <input type="checkbox"/> Does not comply with requirements         </div>  |

1.2 The content of a programme component (a course, a module, etc.) ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized

**Descriptive summary and analysis of compliance with standard requirements**

The curriculum of the programme covers 2 years of Master's studies, which is 120 ECTS. The curriculum format of the programme is very concise and clear – 3 teaching modules (10 ECTS each) in 3 first semesters, plus 30 ECTS for finalizing the master's thesis in the final 4<sup>th</sup> semester. The study programme provides two major study components – theoretical courses (90 ECTS) and research part (30 ECTS). The authors of the programme did not include the third component – practical placement, which is “desirable for a master's programmes” according the Georgian Higher Education Qualifications Framework (Article



4, part 3). In total, 80 credits are designated for 8 mandatory courses and 10 credits are considered for elective course. It means that students have possibility to choose 1 elective courses from 3 options: 1) International Health; 2) Maternal and Child Health Policy and Programmes; 3) Global Health. The curriculum learning and competence areas comply both with European standards defined by Agency for Public Health Education Accreditation (APHEA) and by learning outcomes and competencies defined by documents of Association of Schools of Public Health in the European Region (ASPHER). Modern teaching methods which will be applied in teaching should ensure the achievement of the learning outcomes.

The analysis of the teaching curriculum and syllabi of courses showed that programme components are described with details (see Course Syllabus: Evidence Based Public health; e.g. 12 teaching methods are listed in description). This means that both teaching methods and learning outcomes are individualized per course and ECTS credits are distributed accordingly.

In conclusion, the content of a programme component ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized.

#### Evidences/indicators

- Self-evaluation report (SER).
- Programme Description (PD).
- Programme Curriculum and Syllabi.
- Georgian-Norwegian Collaborative Master Programme Public Health. Tbilisi, TSU, 2017.
- Birt C, Foldspang A. European Core Competences for Public Health Professionals (ECCPHP). ASPHER's European Public Health Core Competences Programme. ASPHER Publication No. 5. Brussels: ASPHER; (2011).
- European Public Health Association (EUPHA), 2016. Available from: <https://eupha.org/>
- Association of Schools of Public Health in the European Region (ASPHER), 2016. Available from: [www.aspher.org](http://www.aspher.org)
- Agency for Public Health Education Accreditation (APHEA) . Core curriculum areas. [http://aphea.net/Pages/A2.CURRICULA/Curriculum\\_core\\_areas.html](http://aphea.net/Pages/A2.CURRICULA/Curriculum_core_areas.html)

#### Recommendations:

Not suggested

#### Suggestions for programme development:

- Reconsider to include the *Module of Practical Training* (practical placement) in the programme.

|  |
|--|
| Best Practices (if applicable):  |
| - Authors of study programme plan short-term and long-term mobility for students to the Norwegian Arctic University in Tromsø. This complementary component could be considered as a kind of international practical placement.  |
| In case of accredited programme, significant accomplishments and/or progress   |
| <p>Evaluation</p> <p><input checked="" type="checkbox"/> <u>X Complies with requirements</u></p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>  |
| 1.3 Programme components ensure the achievement of programme objectives and student learning outcomes of the appropriate level of qualification in the National Qualifications Framework   |
| <p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The Georgian National Qualifications Framework provides a set of recommendations and requirements on the educational programme design. This document allows the university to have a significant freedom on for their own independent interpretation of academic initiatives. The learning outcomes for each field of study (unlike regulated professions such as Medicine, Law, Teacher Preparation, Maritime where sector benchmarks are set) should be independently developed by the initiatives in each field of study.</p> <p>The Self –Evaluation Report, which we received as the team of experts before the site visit to TSU has not provided us with the list of learning outcomes of the study programme. This gap of information was filled in later during the meeting on site with the Self-Evaluation Report Committee members. The information on the learning outcomes including “matrix of competencies” was presented in the form of brochure Georgian-Norwegian Collaborative Master’s programme Public Health.</p> <p>The authors of the study programme have developed the list of programme learning outcomes according the areas listed in the National Qualifications Framework, Article 3. As the result the six learning outcomes were formulated for such broad interdisciplinary field as public health is.</p> <p>The panel of experts considers that the list of learning outcomes reflects appropriate level of master’s qualifications (carrying out independent research, ability to express in depth understanding, critical evaluation of research paper etc.). On the other hand the presented list of master’s study learning outcome could be more complete and be updated by more specific and public health functions related learning outcomes (see Council of Linkages, 2014; Martín-Moreno, 2016). At the same time area specific competencies</p> |



(leadership, health promotion disease prevention, health surveillance, health programme planning) are not reflected in the list of learning outcomes.

In conclusion, it could be stated that programme components ensure the achievement of programme objectives and student learning outcomes of the appropriate level of qualification in the National Qualifications Framework.

#### Evidences/indicators

- National Qualifications Framework. Ministry of education and science, Georgia, 2010.
- Self-evaluation Report (SER).
- Programme Description (PD).
- Georgian-Norwegian Collaborative Master Programme Public Health. Tbilisi, TSU, 2017.
- Council on Linkages between Academia and Public Health Practice. Core Competencies for Public Health Professionals. (2014). Available from: [http://www.phf.org/resourcestools/Documents/Core\\_Competencies\\_for\\_Public\\_Health\\_Professionals\\_2014June.pdf](http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2014June.pdf)
- Martín-Moreno JM, Harris M, Jakubowski E, Kluge H. Defining and assessing public health functions: a global analysis. Annu Rev Public Health (2016) 37:335–55.

#### Recommendations:

Not suggested

#### Suggestions for programme development:

- Develop more integrative learning outcomes for the research module (Master's Thesis). Take into account learning outcomes from the research related modules: Evidence based public health; Epidemiology and biostatistics I-II.
- Add learning outcomes on qualitative research methods, on human relations and communication.

#### Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

#### Evaluation

- ☒ X Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

|   |
|---|
| 1.4 Programme learning outcomes ensure the competitiveness of its graduates on educational (at the next level of education) and labour markets  |
| <p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The Master's programme is developed on the basic principles of public health and the core competences recognized by the international sector organizations (ASPHER, APHEA, EUPHA etc.). Participation of invited lecturers from Norway (the list of 6 lecturers was presented by the authors of the programme) provides added value of the new study programme. This should allow to expand the list of acquired competencies during the training courses.</p> <p>The panel of experts agreed that presented evidence indicate that learning outcomes (knowledge, practical skills) of the Master's programme ensures possibility of graduates to continue their education on the tertiary level of university studies in the PhD programme. The graduates of the programme have also broad possibilities due to their practical skills to work in the national health care institutions and in the international health projects because of their experience of learning in English. TSU as the largest Georgian university also provides added value due to its prestigious diploma.</p> |
| <p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>- Self-evaluation Report (SER).</li> <li>- Programme Description (PD).</li> <li>- National Qualifications Framework. Ministry of education and science, Georgia, 2010.</li> <li>- Georgian-Norwegian Collaborative Master Programme Public Health. Tbilisi, TSU, 2017.</li> <li>- Lecture participation by Norwegian Staff (official letter-statement), 2017-02-03.</li> </ul>  |
| <p><b>Recommendations:</b></p> <p>Not suggested</p>   |
| <p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>- More regular windows for invited foreign lecturers in separate teaching subjects is suggested to plan and to provide.</li> <li>- Reconsider the possibility to expand list of learning outcomes of the programme and discuss the matrix of the learning outcomes (competencies) with teachers of the teaching modules and with the representatives of employers from the labour market.</li> </ul>  |
| <p><b>Best Practices (if applicable):</b></p>   |
| <p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>  |
| <p><b>Evaluation</b></p>  |

☒ X Complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.5. The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of programme learning outcomes and programme development, is established and implemented

**Descriptive summary and analysis of compliance with standard requirements**

The presented Self Evaluation report of the programme described the main collaborative activities between the programme Committee and the stakeholders (employers, students, graduates and teachers). Committee involves TSU teachers, representative of employers, and 2 students, 2 graduates.

The expert's panel meet the employers and representatives of graduates during onsite visit. The employers from different health care institutions mainly provided positive statements about good competencies of the graduates from TSU master programme public Health taught in Georgian (since 2002). However, some of employers mentioned that more practical competencies which are related with real field work they expect from graduates.

Eight graduates from the master's programme and several second year master programme students came to meet the team of experts and for answering a set of questions. The experts have expressed their satisfaction by good communication and English language skills of graduates.

These meetings with the social partners showed that quite good mechanism of collaboration and participation between the teaching programme is established and implemented, which allows to take into account opinions, suggestions and initiatives of stakeholders and provide progress in programme development. In addition, some of teaching staff and members of the programme works both at TSU and also at the public health institutions. This allows to combine academic and field practice experience and to identify learning outcomes and competencies.

**Evidences/indicators**

- Self-evaluation report (SER).
- Programme Description (PD).
- TSU, Faculty of Medicine. Public Health Academic Committee (list of members).  
July 1, 2016.
- Meeting with employers.
- Meeting with the programme students and alumni.

**Recommendations:**

Not suggested

**Suggestions for programme development:**

-Discuss the matrix of the learning outcomes (competencies) with teachers of the teaching modules and with the representatives of employers from the wider labour market.

-Discuss the issue of the public health functions and its relation with learning outcomes and teaching curriculum of Public Health programme with representative of employers.

**Best Practices (if applicable):**

**In case of accredited programme, significant accomplishments and/or progress**

**Evaluation**

☒ Complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

**Programme's Compliance with Standard**

| Standard  | Complies with Requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|----------------------------|--------------------------------------|-----------------------------------|
| Educational programme objectives, learning outcomes and their compliance with the programme | ✓                          |                                      |                                   |

**2. Teaching methodology and organization, adequate evaluation of programme mastering**

**2.1. Programme admission preconditions are transparent and ensure the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes**

**Descriptive summary and analysis of compliance with standard requirements**

Admission requirements is given clearly in self-evaluation document; this information was proved during interviews. Described requirements are as following: 1) Bachelor's degree diploma in Health Sciences or in a relevant field (Social Sciences, Natural Sciences); 2) Unified National Entrance Examination (for Georgian applicants only); 3) University exam

in English Language on level B2 or Certificate confirming the knowledge of English Language on level B2; 3) The programme also provides opportunity to admit the international students. However, the details on enrolment of this group of students was not described and presented in details. Graduates of foreign universities are allowed to submit their application in full compliance with Georgian legislation.

Admission Requirements for recruiting students for the programme are transparent and comply with the requirements of the Law on Education of Georgia. This also ensures the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes.

#### Evidences/indicators

- Self-Evaluation Report (SER).
- Programme Description (PD).
- On-site interviews with authors of the programme.
- Meeting with teaching staff.

#### Recommendations:

Not suggested

#### Suggestions for programme development:

Not suggested

#### Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

#### Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

## 2.2 Teaching methods utilized in various components of the programme ensure the achievement of programme learning outcomes

### Descriptive summary and analysis of compliance with standard requirements

The faculty members of the programme are prioritizing student-centered and learning outcomes oriented teaching methods such as brainstorming, the analysis and synthesis method, explanatory method, work in small groups, action-oriented teaching method etc. They already use and intend to expand implementation and combination of traditional and modern teaching approaches in teaching.

The programme provides the necessary academic knowledge and the ability to apply the knowledge, allow the graduates to work as the leaders in public health and make data-based decisions.

During the course, for teaching-learning will be used lectures and practical classes (in small groups). The lecture will focus on general issues related to the topic. Each lecture will be delivered using a variety of audio/visual means. Practical lessons include the following activities: a) a detailed review of the basic concepts provided in reading material and in the lecture; b) stimulation of student involvement; c) support in preparation of individual and group presentations; d) discussion of practical examples (case studies); e) assessment of student activities.

The goal of the practical assignments is to provide a structured and supervised opportunity for the fellow to apply the theories, principles, knowledge and skills of public health, as learned in the classroom, in a service setting. Students of the Master's programme shall prepare: case-study reports and critical evaluations, an individual and group presentations. Exercises oriented to problem based materials of the course supposed to help the student to apply the practical skills and theoretical knowledge in situations close to real-life and field work practices.

All mentioned above allows to state that teaching methods suggested by the programme in various components of the programme ensure the achievement of the learning outcomes.

### Evidences/indicators

- Self-Evaluation Report (SER).
- Programme Description (PD).
- Meeting with faculty members/supervisors and invited lecturers/supervisors.
- Georgian-Norwegian Collaborative Master Programme Public Health. Tbilisi, TSU, 2017.
- Website of Tbilisi State University <https://www.tsu.ge/en>

### Recommendations:

Not suggested



|  |
|--|
| Suggestions for programme development:                                       |
| Not suggested  |
| Best Practices (if applicable):  |
| In case of accredited programme, significant accomplishments and/or progress |
| Evaluation   |
| <input checked="" type="checkbox"/> <u>Complies with requirements</u>        |
| <input type="checkbox"/> Partially complies with requirements                |
| <input type="checkbox"/> Does not comply with requirements                   |

2.3 The sequence and admission preconditions of programme components are logical

#### Descriptive summary and analysis of compliance with standard requirements

The Master's programme consists of an educational and research component, including mandatory and optional (elective) courses. The amount of credits for each course of Master's program is determined by time, which is given for contact and independent work, as well as for preparation and passing the exams. The contents of the educational courses, included in the Master's program, are given in the corresponding syllabuses, which in accordance to the university regulations, contain the following information: Title of the course, author, lecturer, course status, objectives, number of credits and distribution of the hours according to student's load (ECTS), preconditions for the admission, learning outcomes, course content (the topics), teaching/learning methods, evaluation criteria, the basic and additional literature and other educational materials, additional information/conditions.

The program has a logical sequence: The course admission requirements are given for the most of components of the program; all basic components (including Epidemiology, Biostatistics and statistical tools for data analysis (SPSS) of the program will be delivered during the first and second semester; students will select the research thesis at the third semester; then students have free time to conduct their own research during the fourth semester. As it was underlined during the interview with program representatives and faculty members, in addition to the main goal of the research component, it could be used in order to develop practical skills among students.

However, it was noticed by experts that authors of the study programme suggest to start planning and developing the Master's thesis project in the end of the 3-rd semester. We consider that this important component of the programme should be started earlier – in the beginning of the 3-rd semester.

The panel of experts has concluded that the sequence and admission preconditions of programme components are logical and comply with national and international requirements and practices.



|  |
|--|
| <p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>- The ordinance No. 3 of 5 January 2007 of the Minister of Education and Science of Georgia on "Approval of the Rules of Calculation of Higher Education Program Credits".</li> <li>- The resolution of the Academic Council of the TSU on July 25, 2011 "On Approval of the Rules Regulating the Study Process of Ivane Javakhishvili Tbilisi State University";</li> <li>- Description of Master's program ("Public Health").</li> <li>- Syllabi of educational courses.</li> <li>- "Students Guide" designed especially for the students of the Master's program in public health.</li> <li>- Self-Evaluation Report (SER).</li> <li>- Programme Description (PD).</li> </ul> |
| <p><b>Recommendations:</b></p> <p>Not suggested</p>  |
| <p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>- It is suggested that students should start working on their research project in the first months of the third semester in order to provide more time for research component of the study programme. This should allow to devote more time for selection of the topic, to work with their mentors on the development of research proposals, to perform review of literature, and to plan data sources and research methods.</li> </ul>  |
| <p><b>Best Practices (if applicable):</b></p>  |
| <p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>   |
| <p><b>Evaluation</b></p> <p><input checked="" type="checkbox"/> <u>Complies with requirements</u></p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>   |

2.4 The evaluation methods of each programme component ensures the achievement of student learning outcomes of this component, which is proved by evaluation results

#### Descriptive summary and analysis of compliance with standard requirements

Student assessment methodology/system is determined in each component of Master's program, which corresponds to the applicable legislation and the internal regulations of the University, related to the evaluation of the students' knowledge.

Assessment of student achievements will be based on 100-point system. Credits will be awarded in academic component only after successful completion of the required work, and in the case of a positive assessment of the work. Assessment of student's work includes (with a certain proportion):

- The student evaluation system includes several accumulative components, including interim assessment (Maximum 60 points) and the final exam (Maximum 40 points). However, inclusion of students' attendance, does not comply with modern understanding (see Tuning Project) of evaluation of learning outcomes.
- Student's interim assessment, which, in turn, includes assessment of student's independent work, daily activities and current rating assessment. The current assessment may include other components too.

The ratio of the various components of the evaluation is defined in the course syllabus. The student has the right to pass the final exam, in case of collecting at least 31 points (out of maximum 60 points) in the interim assessments, the final exam is considered to be passed if the student gets 20 points or more (out of maximum 40 points). Maximum assessment of the course is determined by 100 points. The educational course is completed in case of receiving 51 points.

In conclusion, the evaluation methods of each programme component ensures the achievement of student learning outcomes of this component.

#### Evidences/indicators

- The ordinance No. 3 of 5 January 2007 of the Minister of Education and Science of Georgia on "Approval of the Rules of Calculation of Higher Education Program Credits".
- The resolution of the Academic Council of the TSU on July 25, 2011 "On Approval of the Rules Regulating the Study Process of Ivane Javakhishvili Tbilisi State University";
- Description of Master's program ("Public Health").
- Syllabi of educational courses.
- "Students Guide" designed especially for the students of the Master's program in public health.
- Self-Evaluation Report (SER).
- Programme Description (PD).
- Universities' contribution to the Bologna Process - An introduction (Gonzalez J., Wagenaar R., eds.). Tuning Project, 2008.

**Recommendations:**

Not suggested

**Suggestions for programme development:**

- Correct the concept of learning outcome evaluation by eliminating the student's attendance score from the student's achievement evaluation scheme (it covers several accumulative components) as this component is not considered as a learning outcome (see Tuning Project, 2008).

**Best Practices (if applicable):**

In case of accredited programme, significant accomplishments and/or progress

**Evaluation**

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.5 Student evaluation criteria are transparent; students are informed about the achievement of learning outcomes, their gaps and ways for improvement

**Descriptive summary and analysis of compliance with standard requirements**

Students have good possibilities to receive information on the objectives, learning outcomes and assessment criteria of the course on the first lecture/seminar on each course. Besides, in addition to the mentioned, there is specifically designed "Students Guide" designed for the students of the Master's program of public health, in which the evaluation criteria used in the intermediate and final assessments are collected and described in details.

For ensuring transparency of the evaluation procedures and maximum fairness of the student assessments the examination centre, structural unit of the university, is functioning in the TSU. It provides implementation of the exams, delivery of the encoded written papers to the departments.

The students of all levels of the TSU, including students from the Master's programs, timely receive information about the assessment by the information placed on website sms.tsu.ge, an e-learning system for the learning process management.

All mentioned above implies that according observations of the experts' panel the student evaluation criteria are transparent and students are informed properly about the achievement of learning outcomes, their gaps and ways for improvement during the feed-back meetings.

|  |
|--|
| Evidences/indicators   |
| <ul style="list-style-type: none"> <li>- Resolution N47/011 of Academic Board of the TSU dated by the 25<sup>th</sup> of May 2011 “On Development of Instructions and Approval Procedures of Bachelor’s, Master’s and Medical Doctor/Dentist Programs”.</li> <li>- “Statute of Examination Centre of Ivane Javakhishvili Tbilisi State University” approved on the meeting of the Representative Council of the TSU on June 18, 2009 (Protocol N20).</li> <li>- Resolution №77 / 2011 July 25, 2011 On Approval Rules of Regulation of the Study Process of LEPL Ivane Javakhishvili Tbilisi State University.</li> <li>- Description of Master’s program (“Public Health”).</li> <li>- Syllabi of the educational courses.</li> <li>- “Students Guide” designed especially for the students of the Master's program in public health.</li> <li>- Self-Evaluation Report (SER).</li> <li>- Curriculum of the Programme.</li> <li>- Interview with students and graduates.</li> </ul> |
| Recommendations:   |
| Not suggested  |
| Suggestions for programme development:   |
| Not suggested  |
| Best Practices (if applicable):  |
| In case of accredited programme, significant accomplishments and/or progress   |
| Evaluation   |
| <input checked="" type="checkbox"/> <u>Complies with requirements</u><br><input type="checkbox"/> Partially complies with requirements<br><input type="checkbox"/> Does not comply with requirements   |

#### Programme’s Compliance with Standard

| Standard   | Complies with Requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|--|----------------------------|--------------------------------------|-----------------------------------|
| Teaching methodology and organization, adequate evaluation | ✓                          |                                      |                                   |

|                           |  |  |  |
|---------------------------|--|--|--|
| of programme<br>mastering |  |  |  |
|---------------------------|--|--|--|

### 3. Student achievements and individual work with them

|  |
|--|
| 3.1 Students receive appropriate consultations and support regarding the determination of their profile, planning of learning process and improvement of their academic achievement  |
| <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The evidence observed shows that students are actively involved in the planning process, as well as in seeking for the best academic achievements. Most of the graduates of the program we met are employed in different areas including personal and public health care. Some of them work as medical doctors, some are involved in duties which are not related with health sector. Students are informed about the availability of participation in the academic exchange programs and showed their interest in such exchange.</p> <p>The administration of TSU and the lecturers provide the necessary information on the teaching planning and on changing of the learning process. They systematically have consultations with their teachers and have possibility to receive information about requirements for academic achievements and about their recent study evaluation marks.</p> <p>The Office of Students Services at TSU also plays an important role in providing guidance and counselling on academic, social, health and disability issues and on their career opportunities.</p> <p>All mentioned above implies that students receive appropriate consultations and support regarding the determination of their profile, planning of learning process and improvement of their academic achievements</p> |
| <p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>- Self-Evaluation Report (SER).</li> <li>- Programme Description (PD).</li> <li>- Meeting with faculty members/supervisors and alumni</li> <li>- Website of Tbilisi State University <a href="https://www.tsu.ge/en">https://www.tsu.ge/en</a></li> <li>- Website of Tbilisi State University: International students <a href="https://www.tsu.ge/en/prospective_students/">https://www.tsu.ge/en/prospective_students/</a></li> </ul>  |
| <p>Recommendations:</p> <p>Not suggested</p>   |
| <p>Suggestions for programme development:</p> <p>Not suggested</p>   |
| <p>Best Practices (if applicable):</p>   |
| <p>In case of accredited programme, significant accomplishments and/or progress</p>  |

## Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

### 3.2 Academic staff workload scheme includes individual work with students

#### Descriptive summary and analysis of compliance with standard requirements

The self-evaluation report (SER) of the TSU stated that “the academic staff regularly holds individual consultations with students, students can get academic and career consultations, and at the same time, they are supported concerning the conference reports, publications, etc.” (see Self-Evaluation Report). However, these statements are not supported sufficiently by official syllabi description we had possibility to analyse. We have established that individual counselling was mentioned only in one study module Master’s Thesis (this module starts in the end of 3<sup>rd</sup> semester. The rest of teaching modules describe only the group teaching periods such as lectures, seminars or work in small groups.

The SER provided by the TSU also states that: “the consultation time schedule of the academic staff of the Faculty of Medicine is being regularly updated. This information is public for all students and it is available at the board of applications in the Dean's office” (see Self-Evaluation Report). However, in the recently renovated building of Medical Faculty we did not notice such information on individual work, consultation hours for students.

Additional information on the issue related with individual work with students was received during meetings with lecturers, students and graduates. These meetings have resulted in the following our conclusions:

- The academic staff sufficiently cooperates with students and provides opportunity for more or less regular (it depends on lecturer) individual consultations.
- Students receive individual recommendations from teachers to improve their quality of study, but this is more common for consultancy activities during preparation of the Master’s thesis.

The information collected by the panel of experts allows to state that academic staff workload scheme includes sufficient time for individual work with students. On another had, formal update of information and inclusion of such information on consultations to the syllabi of the courses is suggested to provide.

#### Evidences/indicators

- Self-Evaluation Report (SER).
- Programme Description (PD).
- Meeting with faculty members/supervisors.



- Meeting with students and alumni.
- Website of Tbilisi State University <https://www.tsu.ge/en>
- Website of Tbilisi State University: International students  
[https://www.tsu.ge/en/prospective\\_students/](https://www.tsu.ge/en/prospective_students/)

Recommendations:

Not suggested

Suggestions for programme development:

- It is suggested to update the syllabi of modules by adding information about individual consultation time in addition to lectures and seminars.

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

3.3 The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills

**Descriptive summary and analysis of compliance with standard requirements**

The information provided by TSU shows that university promotes the involvement of students in various research projects and extra activities outside their formal curriculum. Specifically, Scientific Research and Development Service of the Faculty of Medicine also facilitates the implementation of personal research activities. They organise regularly the research conferences such as annual traditional university conference of students. In addition, the Public Health Department conducts thematically public health focussed conferences of young researchers (including the students of the Master's programme) every 2 years.

Master's thesis is an original research project completed by students and supervised by the faculty members. Significant part of the Masters' thesis is devoted to practical issues in the area of public health. This allows to acquire and develop for students the components of practical skills during writing the Master's thesis, which covers developing the research plan, collecting data in health care institutions or conducting practical duties selected by thesis supervisor.

The panel of experts collected sufficient information, which suggests to state that TSU provides support for students' involvement in research projects during extra-curricular activities, and also offers them some components for developing the practical skills.

Evidences/indicators



|   |
|---|
| <ul style="list-style-type: none"> <li>- Website of the Faculty of Medicine, Tbilisi State University:<br/><a href="https://www.tsu.ge/ge/faculties/medicine/conferences/vu8nvdbi9f1hqjgt">https://www.tsu.ge/ge/faculties/medicine/conferences/vu8nvdbi9f1hqjgt</a></li> <li>- Programme curriculum and syllabi.</li> <li>- Self-Evaluation Report (SER).</li> <li>- Programme Description (PD).</li> <li>- Meeting with faculty members/supervisors</li> <li>- Meeting with students and alumni.</li> </ul> |
| <b>Recommendations:</b><br>Not suggested  |
| <b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>- Panel of experts suggest to reconsider the inclusion of practical placement into the programme curriculum.</li> </ul>  |
| <b>Best Practices (if applicable):</b>  |
| In case of accredited programme, significant accomplishments and/or progress  |
| <b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <u>Complies with requirements</u></li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>  |

|  |
|--|
| <b>3.4 The institution aims to internationalise its teaching and scientific work as well as the employability of its graduates</b>   |
| <b>Descriptive summary and analysis of compliance with standard requirements</b> <p>The program aims for preparing the new generation of professionals in a global network of public health, providing the future leaders of the field with comprehensive knowledge, skills and experience, which is necessary for meeting the important challenges existing in public health at national as well as international levels.</p> <p>The new master's program in English-language was developed with the support of international cooperation, taking into account the new requirements of the labour market. Georgia-Norway cooperative innovative Master's program "Public Health" has been developed in 2016 within the framework of the CPEA-2015/10057 project "Georgian-Norwegian Collaboration in Public Health", funded by the Norwegian International Cooperation Center (SIU), in collaboration of Ivane Javakhishvili Tbilisi State University (TSU), Norwegian Arctic University/Tromso University (UiT)/Norway and National Centre for Disease Control and Public Health (NCDC). The project aims at increasing competencies</p> |

in the field of public health in Georgia. One of the ways to achieve this is to establish the new, international and high quality Master's program in Public Health, based on the experience of sharing knowledge and education between Norway and Georgia. New Master's program will support the preparation of the new generation of public health specialists with competencies relevant to the international standards, who will be able to apply the large database of newly established health registers in Georgia, conduct research, and develop recommendations to enhance the quality of antenatal care in the country.

The University has many exchange programs. Including Erasmus, Erasmus Plus, the Norwegian Exchange Program (SIU). Students are actively involved and also pay attention to foreign language courses, which is also very important to exchange.

Graduates of the Master's program will acquire extensive and profound theoretical knowledge and practical skills in the field. This in turn, will contribute to his/her competitiveness on the labour market in the future and further employment. The objective of the Master's program is realistic and is achievable considering the resources used for implementation of the program and is oriented on the current requirements of the corresponding labour market. Graduates will be able to work on the leading positions in health and public health institutions, public-oriented governmental and non-governmental organizations and the international organizations.

The evidence observed by panel of experts showed that Tbilisi State University aims to internationalise its teaching and scientific work as well as the employability of its graduates.

#### Evidences/indicators

- Self-Evaluation Report (SER).
- Programme Description (PD).
- Mission of the TSU ([https://www.tsu.ge/data/file\\_db/PR/2017-2021.pdf](https://www.tsu.ge/data/file_db/PR/2017-2021.pdf)); ([https://www.tsu.ge/en/about/mission\\_statement](https://www.tsu.ge/en/about/mission_statement));
- The Strategic Development Plan of the TSU ([https://www.tsu.ge/data/file\\_db/PR/2017-2021.pdf](https://www.tsu.ge/data/file_db/PR/2017-2021.pdf));
- Description of the Master's program ("Public Health"); Educational course syllabus;
- The material depicting the relevant activities in mass media, including information portal "Info-9" (<http://www.info9.ge/sazogadoeba/143811-proeqti-saqartvelo-norvegiis-tanamshromloba-sazogadoebriv-jandacvasi-waradgines.html?lang=ka-GE>);
- Website of the Faculty of Medicine <https://www.tsu.ge/ge/faculties/medicine/news/pQhjXPBOpLq3JVSMW/?p=5>;
- Website of the NCDC (<http://www.ncdc.ge>)
- Website of the UNICEF [http://unicef.ge/44/qartveli\\_da\\_norvegieli\\_specialistebis\\_tanamshromloba\\_jandacvis\\_sferoshi/375](http://unicef.ge/44/qartveli_da_norvegieli_specialistebis_tanamshromloba_jandacvis_sferoshi/375)

|  |
|--|
| Recommendations:   |
| Not suggested  |
| Suggestions for programme development:                                       |
| Not suggested  |
| Best Practices (if applicable):  |
| In case of accredited programme, significant accomplishments and/or progress |
| Evaluation   |
| <input checked="" type="checkbox"/> <u>Complies with requirements</u>        |
| <input type="checkbox"/> Partially complies with requirements                |
| <input type="checkbox"/> Does not comply with requirements                   |

#### 4. Providing teaching resources

|   |
|---|
| 4.1 The infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes  |
| <p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>On-site visit to the premises of the Tbilisi State University and face-to-face interviews with the staff members have revealed that University has appropriate infrastructure and technical equipment to ensure effective learning and teaching process. Below is the brief summary which is based on the observations and the main findings and which should be taken into account for the further improvement of the teaching and learning possibilities.</p> <p>On-site visits were focussed on two locations -the building of the Faculty of Medicine and the central building of the University. The building of the Faculty of Medicine was planned by authors of new master's programme as the main base for master students. The building has some assigned auditoriums for the Master's Program classes. All auditoriums are equipped with multimedia projectors and computers for lecturers. Apart from the auditoriums, which can be rearranged for the group work in case of necessity, the students have possibility to work at the individual meeting rooms and conference halls which can be used for the individual consultation and tutoring as well as for the extracurricular activities.</p> <p>On-site visit allowed to conclude, that sanitary conditions of the reviewed facilities, including auditoriums, meeting rooms, hallways, staircases and public lavatories are satisfactory. Central ventilation and heating systems are installed in each building. Buildings</p> |

are equipped with continuous power supply systems, whereas the technical equipment (computers and servers) are equipped with uninterrupted power supply blocks (UPS).

Above mentioned facilities and equipment are available also in the central building of the University which is located in the different quite distant location in the city centre. However, such location of two study premises should not be expected as being convenient for students who need travelling across the city to visit Central Library of the University or other departments.

As a part of on-site visit the Central Library of TSU, located in the main building of University, as well as the library of the Faculty of Medicine, located at the building of the Faculty of Medicine were assessed. The Central Library is well-equipped and refurbished, with sufficient working space for individual work, providing the large number of hard-copy textbooks and manuals, various educational and scientific literature in the variety of fields, taught at the University. Computers are available for the access to the digital materials and resources such as HINARI, Elsevier SCOPUS, Elsevier Science Direct, EBSCoHost, JSTOR, good broadband and Wi-Fi internet access is available for the students and faculty. It is worth mentioning, that there are some limitations to the use of electronic resources in the Central Library because in local library of the Faculty of Medicine students have no possibility to print out the necessary materials due to the unavailability of the printed in the Central Library. There is a copying machine located in the local library of the Faculty of medicine. However, it is unlikely, that it can serve effectively all of the copying requirements of the students and faculty.

Library at the building of the Faculty of Medicine has a sufficient amount of mandatory literature in English language for the Master's program; however, the review has found that the situation is quite different with the hardcopy materials required for the Master's Program, such as textbooks, monographs, periodic journals, etc. in English language, which are limited in quantity. Despite the fact, that the shortage can be compensated by the electronic textbooks, monographs and journals at this point we did not find any evidence of e.g., subscription to healthcare periodic literature. On the other hand, the authors of Master's programme later supplied us with the list of literature with quite extensive list of textbooks purchased in the framework of Georgian-Norwegian cooperation project.

All this mentioned above allowed us to state that the infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes, despite some improvement of these facilities is desirable.

#### Evidences/indicators

- Website of the Faculty of Medicine, TSU
- Visiting two buildings – the main building of TSU and the building of the Faculty of Medicine
- Visiting the main library in the main building of TSU.

|  |
|--|
| <ul style="list-style-type: none"> <li>- Interview with the administration and library staff.</li> <li>- Georgian-Norwegian Collaborative Master Program Public Health: List of Purchased books. Tbilisi, TSU, 2017.</li> <li>- Meeting with students and alumni.</li> <li>- The memorandum of understanding entered with the LEPL - L. Sakvarelidze National Center for Disease Control and Public Health.</li> </ul> |
| <b>Recommendations:</b><br>Not suggested   |
| <b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>- Redesign some rooms and spaces at the building of the Faculty of Medicine, to create more comfortable campus like conditions for students and teachers for informal communication, networking, nutrition, exercise, etc.</li> </ul>   |
| <b>Best Practices (if applicable):</b>   |
| <b>In case of accredited programme, significant accomplishments and/or progress</b>  |
| <b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <u>X Complies with requirements</u></li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>   |

4.2 Programme staff has necessary competences required for the achievement of intended learning outcomes of the component they teach, which is proved by-in case of academic staff- scientific papers written during the past 10 years (in arts field- creative projects) proving staff's competence in the relevant field; in case of invited staff -may be certified by practical experience

**Descriptive summary and analysis of compliance with standard requirements**

Self-evaluation report presented to the panel of experts described the teaching staff only in very general terms. This is why we have requested additional information (list of publications which are focused on public health research, more detailed description of research and teaching areas of lecturers involved). Such extra information was provided by the SER group. This means that 11 local teachers (1 professor, 4 associate professors and 6 other teachers) will be involved in teaching master's programme. In addition, six invited foreign lecturers (2 professors, 3 associate professors and 1 PhD student) from Tromsø University will be involved in the teaching process (see Statement-Letter from Tromsø University; Feb 3, 2016).

Majority of the teachers involved in the master's programme belong to the academic staff of the Faculty of Medicine of the TSU. Two lecturers of the programme in parallel are working at the National Centre for Disease Control and Public Health. This provides wider



opportunities to have practical field experiences and transfer these experiences to students. The academic degree, teaching and research experience of academic personnel and invited tutors involved in the Master's program ("Public Health") are in full compliance with the program objectives.

The analysis of presented materials as well as information which was collected during interview with teaching staff allowed to make conclusion that teaching staff is involved in conducting the original research activities directly related to the study programme both in the area of communicable and noncommunicable disease as well in such areas as health ethics, epidemiology, children health and health management. The teachers have publications in the peer-reviewed journals (according proved academic staff- scientific papers written recently and during the past 10 years) and they are involved in research on the national and international level.

The teachers we met during our visit to the TSU central building showed that they speak perfect English, because they have studied on the master's level in famous internationally known institutions such as London School of Hygiene and Tropical Medicine or State University of New York. The Majority of teaching staff have different certificated of completion of international training courses, some are involved in international associations and projects as experts.

The interviews with teaching staff showed that teachers are dedicated to their study programme and have entered into the review and revision of the programme to a certain extent. The teaching team is engaged in some European or Georgian projects some of which are directly concerned with public health and education. Provision has been made for guest teachers from Tromsø university to be brought into the teaching team as a part of Georgian-Norwegian collaboration project. This was secured by Consortium Agreement and also by statement letter provided by The department of Community Medicine University of Tromsø.

All this mentioned above allowed the panel of experts to conclude that master's programme staff has necessary competences required for the achievement of intended learning outcomes of the component they teach including theoretical, research and practical competencies.

#### Evidences/indicators

- Self-Evaluation Report (SER).
- Interviews with administration of TSU and the Faculty of Medicine.
- Interviews with teaching staff.
- Interviews with students.
- CVs of the teaching staff including the list of publications.
- Georgian-Norwegian Collaborative Master Program Public Health. Tbilisi, TSU, 2017.
- Consortium Agreement for project GeNoC-PH, 2016.
- Statement letter provided by Department of Community Medicine University of Tromsø, Feb. 3, 2016.

#### Recommendations:

Not suggested

|   |
|---|
| Suggestions for programme development:  |
| Not suggested   |
| Best Practices (if applicable):   |
| In case of accredited programme, significant accomplishments and/or progress  |
| Evaluation  |
| <input checked="checked" type="checkbox"/> <u>X Complies with requirements</u><br><input type="checkbox"/> Partially complies with requirements<br><input type="checkbox"/> Does not comply with requirements |

|  |
|--|
| 4.3 Programme implementation is ensured by the administrative and support staff of an appropriate competence   |
| <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Tbilisi State University is one among the leading universities in Georgia. The strategy documents and the administration of the university supports significantly international collaboration and implementation of study programmes in English. It was evident from the meeting with the vice-rector of TSU and other administrative staff that they encouraging establishment the study programme and are ready to provide the necessary facilities, finances and human resources, support for students in order to achieve this strategy aim.</p> <p>The following administrative and other TSU structural units of the Faculty of Medicine support management of the programme and the adequate conditions for studying, teaching and research: Study Process Management Service, Scientific Research and Development Service, Student Service Center, Quality Assurance Office, Human Resource Service, Library, Chancellery of the University.</p> <p>The panel of experts agreed that such administrative support for programme implementation is sufficient to start and implement the programme. TSU administrative staff has appropriate competencies for running university programmes of the different level. Faculty of Medicine also has sufficient managerial experience as the conduct study programme for foreign medical students at this faculty.</p> <p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>- Self-Evaluation Report (SER).</li> <li>- Interviews with administration of TSU and the Faculty of Medicine.</li> <li>- Interviews with teaching staff.</li> <li>- Interviews with students and alumni.</li> <li>- Website of Tbilisi State University <a href="https://www.tsu.ge/en">https://www.tsu.ge/en</a></li> </ul> |



|  |
|--|
| Recommendations:   |
| Not suggested  |
| Suggestions for programme development:   |
| Not suggested  |
| Best Practices (if applicable):  |
| In case of accredited programme, significant accomplishments and/or progress   |
| Evaluation   |
| <input checked="" type="checkbox"/> <u>Complies with requirements</u><br><input type="checkbox"/> Partially complies with requirements<br><input type="checkbox"/> Does not comply with requirements |

4.4 Teaching materials are based on the core achievements in the field and ensure the achievement of intended learning outcomes

#### Descriptive summary and analysis of compliance with standard requirements

The self-evaluation report provides short description of the teaching materials mentioning that similar most recent materials are used for teaching purposes at the master programme also at the Tromsø University. This literature was purchased for TSU students from the budget of the international project "Georgian-Norwegian Collaboration in Public Health".

The list of 26 textbooks was provided for the panel of experts by the programme team. The Majority of books are published after year 2010 and contribute significantly to public health disciplines such as health ethics, epidemiology, qualitative research, health communication, health promotion etc. As was clarified by the members of study programme team and library staff these books were purchased mainly as the single copies and could be available for students or the central library of TSU or that library and reading room of the Faculty of Medicine.

The books mentioned above constitute a pool of teaching materials, which are included in the teaching syllabi of the presented twelve teaching modules.

The students of the TSU also have access to the public health literature in electronic databases (HINARI, Elsevier SCOPUS, Elsevier ScienceDirect, EBSCOHost, JSTOR) as well as to the latest resources of the National Center for Disease Control and Public Health (Library, scientific reports, databases, data from national health records).

The information which was collected by the panel of experts allows to state that the presented and listed teaching materials are based on the core achievements in the field and ensure the achievement the learning outcomes of the programme.

|   |
|---|
| <b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>- Programme Curriculum and Syllabi.</li> <li>- Georgian-Norwegian Collaborative Master Program Public Health. Tbilisi, TSU, 2017.</li> <li>- Interviews with administration of TSU and the Faculty of Medicine</li> <li>- Interviews with teaching staff.</li> <li>- Interviews with students.</li> <li>- Self-Evaluation Report (SER).</li> </ul> |
| <b>Recommendations:</b><br>Not suggested  |
| <b>Suggestions for programme development:</b><br>Not suggested  |
| <b>Best Practices (if applicable):</b>  |
| In case of accredited programme, significant accomplishments and/or progress  |
| <b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <u>Complies with requirements</u></li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>  |

|   |
|---|
| <b>4.5 Programme is financially sustainable</b>   |
| <b>Descriptive summary and analysis of compliance with standard requirements</b> <p>Two sources of the Master's programme financing were mentioned in the SER: 1) financing from the TSU budget, and 2) financing from the external sources (from Georgian-Norwegian project) – up to 6 million Norwegian Kroner (NOK). The budget of the programme takes into consideration the funds required for each educational program annually according to calculations which are used for other similar master's level programmes. The budget covers remuneration of academic personnel and invited lecturers, involved in the implementation of the program, as well as provides teaching facilities necessary for the implementation and management of the programme at the Faculty of Medicine. They expect to cover the expenses of mobility of students and academic personnel, provision of textbooks, upgrading technical equipment from the international funding during the next 4 years. The administration of the</p> |

university confirmed that TSU is planning to continue the funding of the programme from the national sources after finishing the Georgian-Norwegian project.

The evidence mentioned above allows to state that the programme predicts to be sustainable during the next 4 years and possibly in the years after.

#### Evidences/indicators

- Consortium Agreement for project GeNoC-PH, 2016.
- Statement letter provided by Department of Community Medicine University of Tromsø, Feb. 3, 2016.
- Self-Evaluation Report (SER).
- Interviews with administration of TSU and the Faculty of Medicine
- Georgian-Norwegian Collaborative Master Program Public Health. Tbilisi, TSU, 2017.
- Interviews with employers.

#### Recommendations:

Not suggested

#### Suggestions for programme development:

Not suggested

#### Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

#### Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

#### Programme's Compliance with Standard

| Standard                     | Complies with Requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|------------------------------|----------------------------|--------------------------------------|-----------------------------------|
| Providing teaching resources | ✓                          |                                      |                                   |

## 5. Teaching quality enhancement opportunities

|   |
|---|
| 5.1 There is a publicly available quality assurance system which is based on the "Plan-Do-Check-Act" cycle  |
| <p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>University has a policy and associated procedures for the assurance of the quality and standards of the programs and awards. To achieve this TSU develops and implements a strategy for the continuous enhancement of quality. The strategy, policy and procedures have a formal status and are publicly available. This also includes a role for students and other stakeholders.</p> <p>The Master's study programme Public Health has passed all the necessary stages of approval at the TSU both by Medical Faculty Quality Assurance Service and TSU Quality Assurance Service Approval of the program was supported also by recommendations letter (see Comments to Programme, Feb.3, 2017)) of the professor from University of Tromsø, Norway. Study quality assurance system at the University develops specific recommendations in order to further improve the program implementation. The recommendations will be submitted to the director of programs, faculty and academic councils.</p> <p>The reorganization of the Quality Assurance Service at TSU is planned. This implies the development of the internal quality security strategy and action plan in accordance to the "European Standards and Guidelines for Quality Assurance" (ESG) 2015. In addition, training of quality assurance service staff is also planned. Reorganization of Quality Assurance Service is planned to start from October 30, 2017 and finish until February 2, 2018.</p> <p>All this means that university has publicly available quality assurance system which is based on the "Plan-Do-Check-Act" cycle and other components of quality standards implementation.</p> |
| <p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>- Self-Evaluation Report (SER).</li> <li>- Interviews with administration of TSU and the Faculty of Medicine.</li> <li>- Interviews with teaching staff.</li> <li>- Interviews with students and alumni.</li> <li>- Georgian-Norwegian Collaborative Master Program Public Health. Tbilisi, TSU, 2017.</li> </ul>   |
| <p><b>Recommendations:</b></p> <p>Not suggested</p>   |
| <p><b>Suggestions for programme development:</b></p> <p>Not suggested</p>   |
| <p><b>Best Practices (if applicable):</b></p>   |

|   |
|---|
| In case of accredited programme, significant accomplishments and/or progress  |
| <p>Evaluation</p> <p><input checked="" type="checkbox"/> <u>X Complies with requirements</u></p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p> |

|   |
|---|
| 5.2 Internal and external quality assurance results are utilized to improve the achievement of programme learning outcomes  |
| <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Internal assessment of the implementation of educational programs of the TSU is conducted by the University Quality Assurance Service in collaboration with Faculty Quality Assurance Service. Internal assessment of educational programs and study curriculum evaluation is carried out according to the specially designed form and criteria/indicators. In addition, students are also take part in evaluation of the educational programs through special questionnaires survey during or after classes.</p> <p>Employers and foreign experts participate in the process of external evaluation of educational programs. Experts, employers are interviewed by specially designed questionnaires. Partners of Georgian-Norwegian project has performed external evaluation of the master's study programme and gave the following positive evaluation: "The Master of Public Health program and the detailed Syllabus are very good and comprehensively designed... The program is complete and according to the most advanced standards internationally" (Hasvold T., Feb 2, 2017).</p> <p>The information which was collected allows implies that internal and external quality assurance results are utilized to improve the achievement of programme learning outcomes.</p> <p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>- Self-Evaluation Report (SER).</li> <li>- Interviews with administration of TSU and the Faculty of Medicine.</li> <li>- Interviews with teaching staff.</li> <li>- Interviews with students and alumni.</li> <li>- Georgian-Norwegian Collaborative Master Program Public Health. Tbilisi, TSU, 2017.</li> </ul> |



|  |
|--|
| Recommendations:   |
| Not suggested  |
| Suggestions for programme development:   |
| Not suggested  |
| Best Practices (if applicable):  |
| In case of accredited programme, significant accomplishments and/or progress   |
| Evaluation   |
| <input checked="" type="checkbox"/> <u>X Complies with requirements</u><br><input type="checkbox"/> Partially complies with requirements<br><input type="checkbox"/> Does not comply with requirements |

#### Programme's Compliance with Standard

| Standard                                   | Complies with Requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|--|----------------------------|--------------------------------------|-----------------------------------|
| Teaching quality enhancement opportunities | ✓                          |                                      |                                   |

Enclosed Documentation (If Applicable)

HEI's Name: Tbilisi State University

Higher Education Programme Name: Master's programme Public Health

Number of Pages of the Report: 40 (forty) pages

Programme's Compliance with the Standard

| Standard  | Complies with Requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|----------------------------|--------------------------------------|-----------------------------------|
| 1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands | YES                        |                                      |                                   |
| 2. Teaching methodology and organization, adequate evaluation of programme mastering  | YES                        |                                      |                                   |
| 3. Student achievements and individual work with them   | YES                        |                                      |                                   |
| 4. Providing teaching resources   | YES                        |                                      |                                   |
| 5. Teaching quality enhancement opportunities   | YES                        |                                      |                                   |
| Final Evaluation  | YES                        |                                      |                                   |

Expert Panel Chair's Signature:

Prof. Linas Šumskas



DATE: DEC 20, 2017

HEI's Name: Tbilisi State University

Higher Education Programme Name: Master's programme Public Health

Number of Pages of the Report: 40 (forty) pages

Programme's Compliance with the Standard

| Standard  | Complies with Requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|----------------------------|--------------------------------------|-----------------------------------|
| 1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands | YES                        |                                      |                                   |
| 2. Teaching methodology and organization, adequate evaluation of programme mastering  | YES                        |                                      |                                   |
| 3. Student achievements and individual work with them   | YES                        |                                      |                                   |
| 4. Providing teaching resources   | YES                        |                                      |                                   |
| 5. Teaching quality enhancement opportunities   | YES                        |                                      |                                   |
| Final Evaluation  | YES                        |                                      |                                   |

Expert Panel Member's Signature:

Prof. Linas Šumskas

Assoc prof. Nana Mebonia



Prof. Otar Gerzmava



Mariam Tevzadze

