



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorization Experts' Final Report of Tbilisi State Medical University

Expert Panel Members

Chair: Peter Dieter, University of Dresden, Germany

Co-chair: Jose Maria Peinado Herreros, University of Granada, Spain

Members:

Lia Glonti, National Erasmus+ Office, Georgia

Maia Zarnadze, Petre Shotadze Tbilisi Medical Academy, Georgia

Tsotne Samadashvili, New Vision University Hospital, Employer Expert, Georgia

Tinatin Kutchukhidze, David Tvildiani Medical University, Student Expert, Georgia

Tbilisi
2018

Authorization Report Resume

General information on the educational institution

The Faculty of Medicine in Tbilisi was established in 1918, followed by the foundation of the Medical Institute in 1930, followed by reforming the Medical Institute to Tbilisi State Medical University (TSMU) in 1992 till the current time.

In 2006 State the Medical Academy of Georgia joined TSMU. Since then TSMU has become the leading medical institution in the Caucasus region. TSMU was the first University in Post-Soviet area that participated in European Universities Association Projects. In 2002-2003, TSMU underwent external evaluation conducted by European Universities Association experts.

At present, TSMU has five faculties: Faculty of Medicine, Faculty of Stomatology, Faculty of Public Health, Faculty of Pharmacy and Faculty of Physical Medicine and Rehabilitation.

TSMU owns five clinics (The First University Clinic, Givi Zhvania Pediatric Academic Clinic, Apolon Urushadze Dental Clinic, No1 Dental Clinic, No 2 Dental Clinic), two research institutions (Institute of Medical Biotechnology and Institute of Pharmacochimistry), offers 34 educational programmes: 7 undergraduate medical education (one-cycle) programmes, 7 Bachelor Degree programmes, 15 Master Degree Programmes (of them one is a joint programme), 4 PhD Programmes and 1 Georgian Language Preparatory Programme. TSMU also offers a Practical Nurse Professional Programme. Currently, about 2300 overseas students from 65 countries study at TSMU. Furthermore, TSMU has an Institute of Postgraduate Medical Education and Continuous Professional Development.

The actual number of active students is 7.443, from those 26.4% international students.

The actual number of staff is 1.635, from those 654 invited staff involved in teaching.

The total area of TUMS given in square meters is 812734.15

The Authorization expiration date is 10.09.2018

Brief overview of the evaluation procedure for authorization: SER and site visit

Most of the experts were asked in the beginning of May 2018 if they would like to join the expert team in the accreditation process of NCEQE which was scheduled between June 6 and 9, 2018.

After confirmation of all the experts, the Chair received the names and CVs of the expert panel members May 17. At the same time, all panel members received important documents including the Guideline for experts and a draft of the site visit.

After asking the panel members which of the 7 standards they prefer to fill out the mapping grid and SER (Self Evaluation Report), the Chair informed NCEQE about his decision May 22.

May 22 the expert panel members received the SER from TSMU. The chair asked all panel members to give their assessments to their standard in the mapping grid and SER. The Chair sent both edited documents to NCEQE June 5.

June 5 all expert panel members received the final agenda of the site visit from NCEQE.

The site visit was between June 6 and 9.

Additional documents that the expert panel asked for were provided timely.

After the site visit the Chair has to organize that all expert panel members to give their final assessments in their standard in the SER. He has to summarize and discuss them with all panel members and send the final SER to NCEQE within 10 working days.

Overview of the HEI's compliance with standards

Summary of Recommendations

The mission should be revised and focus more on the realistic ideal picture. It should take into account that the Action plan and Strategic Development plan focus on the increase of the budget, the international aspect and the research in the future.

The Strategic Development plan should be revised: A business plan should be given how the budget is increased in the next year with concrete and provable data about the finances (tuition fees, medical services). The business plan should also provide data showing how much the realization of the different goals will cost. This plan is necessary to prove that the described goals will be achieved. Furthermore, the plan should list strategies which will lead to a successful appointment of young and high qualified teachers/researchers and an appropriate increase of high qualified staff with respect to the planned increase of international students.

Modernization and reorganization of the departmental structure and management. The merging of essential departments for health care teaching and research, such as internal medicine, surgery, pediatric, etc. can optimize teaching programs, staff and infrastructural resources and research. On line with this, TSMU needs to improve the integration of the "research institutes" in the organization, trying to facilitate the research activities of senior staff, invited teachers, young scientist and PhD students.

Analysis of the participation of the "*administrative and other support staff*" in the management and organizational structure of TSMU.

Library activities and its budget could be improved, in order to facilitate teaching/learning and research.

Increase in full access to online journals and books.

The teaching process implies student's active involvement in learning process (CBL, PBL,CBCR) and appropriate assessment methods to evaluate clinical competence of students (OSCE) (see also 3.2) should be more implemented and described in syllabi.

The curricula of all educational programs of TSMU should be more integrated.

Clear definition of TSMU research profile – develop clear critertia and mechanisms to detect priority fields in order to fulfill institutional mission.

Further development of support mechanisms for TSMU staff to assist their efforts in projects writing and partner search.

Develop clear criteria for international partnerships and ensure sustainability of international collaboration, especially in the field of doctoral programmes.

Elaborate internal policy and specific mechanisms to support career development of doctoral students in order to attract younger personnel.

Develop and implement the system of evaluation of research work.

Make accessible results of research work evaluation (publication on TSMU website)

The estimated costs for the individual projects and the overall costs for all planned projects in the following years should be listed.

It should be described where the estimated increase in the budget in the following years will come from and how this will be achieved and secured.

A financial budget has to be given proving that the described projects are financially achievable with proven and secured income.

A ranking list of projects should be given showing which projects will be realized at first depending on the financial resources.

Summary of Suggestions

Analysis of the departmental structure, management, teaching staff, research activities, programs and evaluation systems.

Translation of all documents to English, even more considering the internationalization is among the main goals of TSMU.

Study the composition of the ethics committee.

Better description of the ethical committee.

Managing of animal research.

Special consideration for clinical trials using therapeutic, diagnostics or other procedures;
Inclusion of anti-plagiarism methods for students.

To systemize the current policy to attract new staff.

Increase the number of affiliated staff involved in teaching process which will reflect on the programme sustainability.

Support the staff participating in research field: research institutions, affiliated clinics.

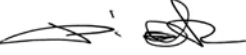

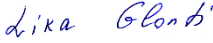



Summary of the Best Practices

Clinical Skills Centre

Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	Mission and strategic development of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Mission of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Strategic development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Organizational structure and management of HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Organisational structure and management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Internal quality assurance mechanisms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Observing principles of ethics and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Educational Programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Structure and content of educational programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Assessment of learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Staff of the HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students and their support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Student support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Research, development and/or other creative work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1	Research activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Research support and internationalisation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Evaluation of research activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Material, information and financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Library resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Information resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Signature of Expert Panel Members

1. Peter Dieter (Chair) 
2. Jose Maria Peinado Herreros (Co-chair) 
3. Lia Glonti (Member) 
4. Tinatin Kutchukhidze (Member) 
5. Tsotne Samadashvili (Member) 
6. Maia Zarnadze (Member) 

Compliance of the Applicant HEI with the Authorization Standard Components

1. Mission and strategic development of HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Strategic development plan of HEI corresponds with the mission of an institution, is based on the goals of the institution and describe means for achieving these goals.

1.1 Mission of HEI

Mission Statement of the HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.

Descriptive summary and analysis of compliance with the standard component requirements

In general, a mission is a written short statement by an organization about its self-image and its basic principles. It formulates a goal state and a realistic ideal picture.

Internally, a mission statement should provide orientation and thus act as a guide and motivating for the organization as a whole as well as for the individual members.

Externally, it should make clear what the organization stands for. It is a basis for the corporate identity of an organization.

The mission of the TSMU on the Website meets all these statements.

The mission in the SER starts with the short text of the mission on the website; additionally a long text is added in order to try to explain this more in detail. This text is not necessary to add to the mission.

The "short mission" defines the role of TSMU and its main priorities and activities; it is also in line with many items described in the Action plan and Strategic Development plan.

However, three important points in the Action plan and Strategic Development plan are missing in the mission statement: a) the necessity to increase the budget in the next years in order to realize all planned projects; b) more emphasis on the internationalization including a higher enrolment of international students; c) more focus on the research in the future. These three points should be added in an appropriate way in the mission statement.

Evidences/indicators

Self-Evaluation Report (SER);

Annex 1.1.1. University Mission, Vision, Values - Approved by Academic Council (Protocol #24/10; 19.02.2018)

Annex 1.2.1. (Chapter 1) -The University Strategic Plan

Annex 1.1.2. Protocols on Reviewing the Mission

Site-Visit (Interviews with the leadership of TSMU: Rector, Chancellor, Vice-Rectors)

Website of TSMU

Recommendations:

The mission should be revised and focus more on the realistic ideal picture. It should take into account that the Action plan and Strategic Development plan focus on the increase of the budget, the international aspect and the research in the future.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component

of the standard

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

1.2 Strategic Development

- HEI has a strategic development (7-year) and an action plans (3-year) in place.
- HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning
- HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Descriptive summary and analysis of compliance with the standard component requirements

TSMU has developed a three-year (2018-2020) Action Plan and a seven year (2018-2024) Strategic Development Plan. The Strategic Development Plan is a framework to achieve the main goal of TSMU: to become a truly international university. It should lead to strengthen its leading position as a centre of excellence in medical education and research in Georgia and the Caucasus region. The action plan describes more the planned activities, defines deadlines and assessment and key financial indicators.

The Strategic Development plan was a "top to bottom" and "bottom to top" process including representatives from all structures and was based on the previous 2011-2017 strategic plan, a SWOT analysis and former evaluations. The used methodology is appropriate and covers almost all of the dimensions of TSMU is going for. Little detailed information is given in the SER for the monitoring and assessment of the process and this issue could also not be clarified in the interviews with the leadership.

Six main priorities were identified: Institutional Development, Development of Teaching and Learning Quality, Research Development, Development of Students' Services, Improving University Ranking and Contribution to the Development of the society.

Most of the goals in the six priorities are comprehensible and seem to be achievable.

However two main goals are not secured by the existing data and could not be clarified in the interviews with the leadership (Rector, Chancellor, Vice-Rectors):

1) Financial management: many goals depend on the described increase of the budget in the next years. This increase should mostly come from the increase of foreign students and their tuition fees and medical services. No data was shown that the increase in the number of students can be actually realized and the income from medical services will actually increase.

2) Human resources: More young and qualified staff should be attracted and the total number of qualified staff should be increased. No data was supplied how this will be achieved and realized.

Evidences/indicators

SER

Annex 1.2.1 - Strategic Development Plan

Annex 1.2.2 - Approval Protocol of Strategic Plan

Annex 1.2.1 (Chapter 8) - Action Plan

Annex 1.2.1 (Chapter 2) - Strategic Planning Methodology

Annex 1.2.3 - Order on the establishment of an organizational commission

Annex 1.2.1 (Chapter 4) - SWOT-Analysis

Annex 1.2.1 (Chapter 5) - The main challenges of the University

Annex 1.2.1 (Chapter 6) - Seven-year Strategic Plan

Annex 1.2.1 (Chapters 3 and 8), Annex 1.2.4 - Social activities - planned and implemented

Annex 1.2.5 - Feedback on the activities carried out by TSMU

Annex 1.2.1 (Chapter 7) - Strategic and Action Plan monitoring mechanisms

Annex 1.2.6 - Order on the creation of the monitoring group

Annex 1.2.7 - Summary report of the activities of 2011-2017 and approval protocols

Annex 1.2.8 - 2011-2017 reports and relevant copies of the Academic Council protocols

Site visit (Interviews with the leadership)

Recommendations:

The Strategic Development plan should be revised: A business plan should be given how the budget is increased in the next year with concrete and provable data about the finances (tuition fees, medical services...). The business plan should also provide data showing how much the realization of the different goals will cost. This plan is necessary to prove that the described goals will be achieved.

Furthermore, the plan should list strategies which will lead to a successful appointment of young and high qualified teachers/researchers and an appropriate increase of high qualified staff with respect to the planned increase of international students.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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

2. Organizational Structure and Management of HEI

Organizational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organizational Structure and Management

- Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
- Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
- HEI's Leadership/Management body ensures effective management of the activities of the institution
- Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalization.

Descriptive summary and analysis of compliance with the standard component requirements

TSMU shows a complex organizational structure that follows the Georgian legislation, with all the strengths and some of the weaknesses of universities with a long story. However, TSMU seems to move continuously from a rigid system to a more efficient and modern organization. This is ensuring an effective implementation of the activities and achievement of its goals as it is defined in its strategic plan (see annex 1.2.1.). However, some aspects of this organizational system and management can be still ameliorated.

The organizational structure of TSMU is clearly described in the "organizational chart" (page 16 of the SER) as well as in the web page of the HEI (<https://tsmu.edu/tsmu2/index.php>).

Centralized services, such as the Information Technology Office, the Quality Assurance Service, the department of Education Programs Management, Assessment and Students Registration, etc. are playing a critical role in this improvement of the organization and management. However other services seem to share functions and perhaps a rethinking of the design could improve the efficiency and costs. This could be the case, for example, of the "Department of Research Coordination, Master and PhD Programs", "Pathology Laboratory for Teaching, Research and Diagnostics" and the "Research Skills Center". Another example not fully understood is the co-existence of the Foreign language center with the department of "foreign languages" in the Public Health faculty.

On the other hand, services such as the "Examination Center" and particularly the "Clinical Skills

and Multidisciplinary Simulation Center” accomplish and go beyond the standards. It could be added a lack of coordination evidences in teaching activities, between this Clinical Skill Center and departments.

The Library underwent a clear modernization with full implementation of new technological advances, although an increase in full access to on line journals and books is recommended.

Although the following item could be improved, and it is restraint by international agreements and budget, TSMU has a clear international policy, supporting international mobility of students and staff.

The faculties are well organized and managed according to their goals. However, there is an important lack of information concerning the department structure, programs, management bodies and subjects. This is precisely one of the main weak points of this item. Scarce academic department information can be obtained from the SER, annexes or Web pages. Considering the importance of departments in teaching, research, development of educational programs, staff policy and staff training, students’ evaluations, student’s surveys, etc. draw the attention that the department structure and number do not appear in the above mentioned chart. Departments structure is shown only in the Web page, anchored to each faculty. According to the SER (page 49) there are total of 97 departments at the University, including 63 at the Faculty of Medicine, 10 at the faculty of Stomatology, 7 at the Faculty of Pharmacy, 7 at the Faculty of Public Health and 10 at the Faculty of Physical Medicine and Rehabilitation. Independently of the high number, it has been perceived, that many of them are surprisingly duplicated; e.g. 11 departments of internal medicine or surgery, 8 in pediatric, 8 in pathology and forensic medicine... Visiting the Web sites of these departments it can be checked that the number of academic staff in each of them is quite short. In fact in the Web site of these departments very little information can be obtained, further than the picture, name and position of the staff. Information related to academic activities, programs, research, etc. was not found.

It should be mentioned that the “strategic plan of the university 2018-2024” identified among the main challenges the “modernization of communication between departments”, which may be understood as “difficulties” in the communication, currently, among departments.

The Research Institutes integration in the structure and organization of TSMU seems to be unfinished.

TSMU established in the SER, as priorities “management optimization”, as well as the “introduction of management efficiency monitoring and assessment system”, which can be understood as a need to improve the current management of TSMU.

TSMU “election/appointment to the management bodies of the institution take place accordance to predefined requirements and regulations, (see the Statute of the University on “the Elections of the Managerial Bodies of Legal Entity of Public Law (LEPL) - Tbilisi State Medical University and the Faculty”. TSMU procedure for election/appointment of the management bodies is transparent, equitable.

The Academic Council and the Council of Representatives play a standardized role in the control of academic decisions, representing the faculties, research institutions, academic staff and students, being fully independent.

Unipersonal elections (Rector, Chancellor, and Head of Quality Assurance Service of the University) also follow the legal regulations, and guarantee equity and transparency.

The relation of TSMU with the labor-forces (administrative staff, and other support services) was scarcely mentioned in the self-report and there was no meeting with them during the expert panel visit. However, it is mentioned that they participated –administrative staff only- in the SER working group. In addition, a part of the strategic goals (see page 29) is the increase of the “*efficiency of the administration mechanism*”, which needs the participation of the administrative staff.

Some experts (Warren Bennis) stated that “*leadership is the capacity to translate vision into reality*”. TSMU Leadership/Management body has done a great effort to modernize and enhance quality of health education and research, according to the strategic plan and international standards for HEI. Furthermore, and considering historical reasons, budget, and political and social conditions, the management body of TSMU introduced modern teaching methods and technologies such as CBCR (a case based clinical reasoning) courses, skills laboratories, OSCE (Objective Structured Clinical Examination), etc. Also, TSMU leadership is committed to improve other strategic university aspects such as internationalization, research and clinical/health care activities.

TSMU has a clear international policy (see page 12 of the strategic plan), supporting international mobility of students and staff, as well as the internationalization of research activities, grants, publications, access to electronic library networks, establishment of agreements with international partner’s universities, etc. Strengthening Internationalization is an important part of the mission and goals of TSMU. In fact, a significant effort of the university has been the recruitment of foreign students and therefore the implementations of all educational programs according to international

standards. This effort, however, has the risk a high reliance on external nonsolid budget sources. This point will be deeply considered in Standard 5.

However an important weakness of this international policy, with the objective, among others, of improve the international recognition of the HEI, is the quality and quantity of research activity, which currently is the key point of international recognition of universities. This point will be deeply considered in Standard 6.

Evidences/indicators

Annex 2.1.1. Strategic Plan;
Annex 2.1.2. Rector's Office/ Legal Service /Human resources/Correspondence and Records Office /Information Technology (IT) Office;
Annex 2.1.3 QA Department;
Annex 2.1.4 Department of Education Programs Management, Assessment and Students Registration;
Annex 2.1.5 Department of Medical Education Research and Strategic Development;
Annex 2.1.6 Department of Research Coordination, Master and PhD Programs;
Annex 2.1.7 Research Skills Center;
Annex 2.1.8 Institute of Postgraduate Medical Education and Continuous Professional Development;
Annex 2.1.9 Department of Clinical Relations;
Annex 2.1.10 Department of Economics;
Annex 2.1.11 International Relations Department;
Annex 2.1.12 Department of Infrastructure;
Annex 2.1.13 Public Relations and Protocol Service;
Annex 2.1.14 Chancellor's Office;
Annex 2.1.15 Publishing House, Medical Newspaper;
Annex 2.1.16 and visit to the Clinical Skills and Multidisciplinary Simulation Center;
Annex 2.1.17 Foreign language center;
Annex 2.1.18 Sports and Arts Center;
Annex 2.1.19 Faculty of Medicine;
Annex 2.1.20 Faculty of Stomatology;
Annex 2.1.21 Faculty of Pharmacy;
Annex 2.1.22 Faculty of Public Health;
Annex 2.1.23 Faculty of Physical Medicine and Rehabilitation;
Annex 2.1.24 and visit to the Library;
Annex 2.1.25 and visit Examination Center;
Annex 2.1.26 and visit Pathology Laboratory for Teaching, Research and Diagnostics;
Annex 2.1.27 Statute of the University on "the Elections of the Managerial Bodies of Legal Entity of Public Law (LEPL) - Tbilisi State Medical University and the Faculty";
Visit to the Clinic 1;
Self-Evaluation Report;
Web page of TSMU (<https://tsmu.edu/tsmu2/index.php>).

Recommendations:

Modernization and reorganization of the departmental structure and management. The merging of essential departments for health care teaching and research, such as internal medicine, surgery, pediatric, etc. can optimize teaching programs, staff and infrastructural resources and research. On line with this, TSMU needs to improve the integration of the "research institutes" in the organization, trying to facilitate the research activities of senior staff, invited teachers, young scientist and PhD students.

Analysis of the participation of the "*administrative and other support staff*" in the management and organizational structure of TSMU.

Library activities and its budget could be improved, in order to facilitate teaching/learning and research.

Increase in full access to on line journals and books.

Suggestions:

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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

2.2 Internal Quality Assurance Mechanisms

- Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.
- HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Descriptive summary and analysis of compliance with the standard component requirements

The University quality is a sum of transversal operations trying to reach high-quality results. More than a service, it should represent a culture of the whole university body –academic staff, students and administrative and other support staff- with a high commitment to collaborate in accordance with international standards and values. It needs to share common policies based on goals and objectives, having a cornerstone the continuous evaluation.

TSMU defined on the Strategic Plan of 2011-2018 as one of the main goals "the improvement of the quality of learning and teaching" (see page 13 of the strategic plan 2018-2024). TSMU clearly defined a new system of "quality control and continuous development", unifying concepts and quality assurance mechanisms. It can be stabilized that TSMU is implementing internal quality assurance mechanisms as well as in the way to promote a culture quality in the institution. This has also been done following the Law of Georgia on Education Quality Enhancement, 2010, as well as the WFME Global Standards for Quality Improvement (2015 Revision).

Different surveys and other indicators have been developed in order to have Students' feedback, becoming these results essential for the establishment of new recommendations, planning of activities and implementation of the academic processes.

In this pathway the Quality Assurance Service is playing an essential role.

TSMU "has developed monitoring mechanisms for students' academic performance, and uses its results for the improvement of the teaching process", such as the "Student assessment survey related with the International Affairs Department of TSMU" and the "Student assessment survey results of the Deanery". However, it is not clear if the "evaluation results are used for further development of the activities". In this last survey about the "deanery" the point 7. Deanery representatives treat with indifference has a high score compared with other items. However, at this point it is difficult to say if these surveys are used to improve the service.

In fact, the meeting with the Quality Assurance Service (QAS) supports the idea that, for example, good quality teaching does not represent improvement in academic promotion or salary for teachers. In addition QAS "is starting to be actively involved" in these processes (see page 32 of the SER).

On the other hand, a challenge for TSMU is to guarantee equal quality education for all students. The introduction of different educational programs (Georgian program, foreign program and US-MD program in the faculty of medicine) with different teaching methodologies and curriculums could unbalance this fragile equilibrium.

Evidences/indicators

Annex 2.1.1. Strategic Plan;

Annex 2.1.3. QAD;

Annex 2.1.4. "The Department of Management, Assessment and Student Registration of Tbilisi State Medical University";

Annex 2.2.1 QAS - assessment procedures and criteria for: educational programmes and literature; PhD research programme; Master programme; textbooks, syllabuses, research works;

Annex 2.2.2 QAS –questionnaires;

<p>Annex 2.2.3 QAS - presentations on the results of the studies conducted (with students);</p> <p>Annex 2.2.4 QAS - index for quantitative assessment -2014-17;</p> <p>Annex 2.2.6 Staff Survey Results;</p> <p>Annex 2.2.7 Comparing exam results;</p> <p>Annex 2.2.8 -1,2 Staff assessment procedures/rules;</p> <p>Annex 2.2.9 - QAD statute;</p> <p>Self-evaluation report;</p> <p>TSMU web-site;</p> <p>Interviews with the QAS and rest of the meetings;</p>
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standard component</p>
<p>Suggestions:</p> <p>Analysis of the departmental structure, management, teaching staff, research activities, programs and evaluation systems.</p> <p>Translation of all documents to English, even more considering the internationalization is among the main goals of TSMU.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>2.3. Observing Principles of Ethics and Integrity</p> <ul style="list-style-type: none"> ○ HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible. ○ Institution has implemented mechanisms for detecting plagiarism and its prevention. ○ HEI follows the principles of academic freedom.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The practice of any professional activity is related to ethical values, but particularly, the health care, the contact with human disease needs tight mechanisms clearly defined. Furthermore, ethic is beyond the health care, and is part of the academic activities and research.</p> <p>TSMU declares its compromise with "<i>professional ethics and values</i>"; however it is not among the main priorities of the university stabilized in the strategic plan.</p> <p>TSMU has developed a "<i>code of ethics</i>" and conduct for students and staff (Personnel, administrative officials, auxiliary personnel), and has stabilized an "Ethics Committee" to ensure the fulfillment of requirements. However there are several points that would need revision:</p> <p>The Ethics Committee composition is strongly dependent of the university leaders. This fact may interfere with the needed independence of this committee.</p> <p>Disciplinary measures do not seem clearly developed, and the code link to the "<i>house rules of TSMU</i>" was not part of the documentation received.</p> <p>Although the code refers to research activities such as "<i>falsification of information or data</i>", no information has been found related to the procedure to approve research projects. However in the web page TSMU there is information in this sense.</p> <p>(https://tsmu.edu/tsmu2/tsmuuni/index.php?shgv=1&qv_id=11&m_id=2&qve1)</p>

id=0&qve2 id=0&qve3 id=0&qve4 id=0). -

TSMU Biomedical Research Ethics Committee (REC), which operates in accordance with existing legal framework and its own bylaws, seems not to be in charge of animal research.

TSMU has implemented mechanisms for detecting plagiarism and its prevention.

The TSMU ethic code, (item 4.3.6.), includes among what "Personnel of TSMU are not allowed to..." plagiarism, particularly referring to research. However there are no references to student's plagiarism, other than in student's knowledge assessment. Also no anti-plagiarism programs information was available, although TSMU is planning to acquire a plagiarism detection system.

The members of the Review panel cannot "guarantee" this freedom in an intense but short visit to TSMU. In the same way that would not be guarantee in many other western institutions. However during the three days site visit, and after meetings with more than 200 people, including academic authorities, teaching staff, research staff, administrative staff, Georgian students, foreign students, doctoral students, researchers, alumni, employers... we can state that no shadows of censorship insight were detected during these interviews. On the contrary during part of the meetings often disagreements and different opinions were observed.

No tutelage of the government was either observed. To the contrary, being TSMU a public HEI, some lack of governmental support, was observed.

Evidences/indicators

Annex 2.1.1. Strategic Plan;
Annex 2.3.3. student's knowledge assessment;
Code of Ethics;
Self-evaluation report;
Web page.

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standard component

Suggestions:

Study the composition of the ethics committee;
Better description of the ethical committee;
Managing of animal research;
Special consideration for clinical trials using therapeutic, diagnostics or other procedures;
Inclusion of anti-plagiarism methods for students.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3. Educational Programmes

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes

3.1 Design and Development of Educational Programmes

HEI has a policy for planning, designing, implementing and developing educational programmes.

<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>TSMU has clearly described procedures for planning, designing, implementing and renewal of educational programmes; In the development of programmes TSMU staff, students, alumni, employers and professional associations are involved. TSMU estimates requirements of labor market, feedback from alumni and employers, results of TSMU students and alumni satisfaction surveys, students' academic performance monitoring results, while making decisions on designing and development of the educational programmers. TSMU has regulations and procedures for approving, amending and annulment of educational programmes. In case of programme cancellation TSMU ensures each student further education through personalized curriculum/schedule art.</p>
<p>Evidences/indicators</p> <p>Component evidences/indicators including the relevant documents, interview results, etc. Annex 3.1.1 – Rules for Elaboration, Approval, Amendment and Cancellation of Educational Prorammes of LEPL - Tbilisi State Medical University; Annex 3.1.2 - Provisions of the Curriculum Committees; Annex 3.1.3 - Analysis of the employers' survey results; Annex 3.1.4 - Analysis of the students' survey results ; Annex 3.1.5 - Results of monitoring of students' academic performance; Annex 3.1.6 – Ontime completion of the programme and drop-outs; Annex 2.2.3 - Presentation - Results of Student Assessment Survey in regard to the academic Departments conducted by the Quality Assurance Service (QAS); Annex 5.2.2 – Results of graduates' survey in regard to their career and academic development; Annex 5.2.3 – Employment Index of Students and Graduates, among them - according to the qualifications awarded; Annexes 2.1.19 - 2.1.23 - Provisions of the Faculties; Self-Evaluation-Report (SER) (Very Impressive) Site Visit (interviews with the Heads of the Programmes, Medical Education Center, QA department, Acedemic Staff. Academic Council)</p>
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standard component</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>3.2 Structure and Content of Educational Programmes</p> <ul style="list-style-type: none"> ○ Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted ○ With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p>

All educational programmes of TSMU are in compliance with the European System of accumulation and Transfer of Credits (ECTS). The content of a programme component mainly ensures the achievement of the objectives and student learning outcomes of the component.

Learning outcomes of the programme are clearly stated and are based on field characteristics and are developed in line with the Qualifications Framework; each discipline in the educational programme is adequate to the relevant level and is based on previously acquired, so-called pre-requisite knowledge and skills gained by the student. The programme provides students with opportunities to elect non-compulsory components of an educational programme, but as number of the elective subjects is very few (exception US MD program) TSMU is planning to increase the number of such subjects.

Mandatory conditions for teaching in TSMU integration of theoretical and practical teaching, improvement of clinical and communication skills possible in the clinical environment and in the Clinical Skills and Multidisciplinary Simulation Center as well as in pharmaceutical laboratories. The educational programmes of TSMU are multi-component, but not yet structured as high level of integration - except US MD program, where the curriculum implies the integration of fundamental and clinical subjects, single modules of different courses are created during the horizontal integration. In the beginning of the course American MD (US MD) Programme, together with general education modules, offers a block of humanitarian modules/courses. From the next stage the programme is fully integrated and consists of modules that include human Anatomy, Genetics, Histology, Biochemistry, Physiology and others. The integration of clinical component is carried out at all stages of teaching process

Teaching and learning methods at TSMU are in line with the modern methodological requirements of medical education in most of the subjects (very good example – Propeadeutic), but the teaching process implies student's active involvement in learning process not well-described in some of the syllabi - for example :Private Surgeon, Radiology, Rheumatology, Medical Parasitology

In order to improve the teaching methodology in medical education, TSMU has a Department of Medical Education Research and Strategic Development.

TSMU has clear Regulations for planning, implementing and assessing scientific-research component for Master's and PhD programme. TSMU has Research Skills Center which provides development of student's scientific-research skills.

TSMU provides online access to information about the programmes. Educational Programme Catalogue is available for all interested persons on the TSMU website. It is updated permanently according to the changes in the programme. TSMU website contains electronic versions of programmes and syllabuses.

TSMU has Individualized education programmes, which offer students appropriate formats and conditions. When developing individual schedule for the students with special academic needs TSMU provides an adaptive environment for study process and appropriate human resources

Evidences/indicators

Annex 3.2.1 – Educational programmes;

Annex 3.2.2 – Syllabi;

Annex 3.2.3 – Catalogue of educational programmes;

Annex 3.2.4 - Rules for developing the individual (personalized) curriculum for TSMU student;

Annex 3.2.5 - Academic Calendar;

Annex 3.1.6 – On time completion of the programme and drop-out indices;

Annex 3.1.3 - Analysis of the employers' survey results;

Annex 5.1.1 - Rule of Recognition of credits awarded during the student mobility, internal mobility and at study period at LEPL - Tbilisi State Medical University;

Annex 5.2.2 – Results of graduates' survey in regard to their career and academic development;

Annex 5.2.3 - Employment Index of Students and Graduates , among them - according to the qualifications awarded;

Annex 3.1.5 - Results of monitoring of students' academic performance;

Annex 3.3.3 - Regulation on TSMU Master's programmes;

Self Evaluation Report (SER)

Site Visit (interviews with the Heads of the Programmes, Medical Education Center, QA department, Academic Staff. Invited Staff, Deans, Students)

Recommendations:

The teaching process implies student's active involvement in learning process (CBL, PBL,CBCR) and appropriate assessment methods to evaluate clinical competence of students (OSCE) (see also 3.2) should be more implemented and described in syllabi.

The curricula of all educational programs of TSMU should be more integrated.

<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="radio"/> <input type="checkbox"/> Does not comply with requirements </p>
<p>3.3 Assessment of Learning Outcomes</p> <p>HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>TSMU educational programmes learning outcomes assessment system and related regulations are clearly described and are in line with legal acts of Georgia, but in some subjects assessment system partly takes into consideration specifics of the field, and not fully includes adequate assessment formats, components and methods, which enable identifying whether students have achieved learning outcomes attributed to the specific educational programme; but during the site visit it was checked, that TSMU has commenced intensive work for conducting Objective Structured Clinical Exam (OSCE) in clinical disciplines and is going to perform it in this semester. (interview with Academic Council, Heads of the Programmes)</p> <p>The assessment of students' programme learning outcomes/performance is regulated by the rule of TSMU student achievements assessment. Most common forms of assessment learning outcomes at TSMU are the tests (MCQ), rarely verbal or combined examinations. The examination tests base is updated by at least 20% every academic year. TSMU has exam center, where each student has his individual ticket. Criteria used during the verbal exams to assess student learning outcomes are less transparent.</p> <p>A student is informed about the assessment system used within the institution as well as related regulations; The institution has appeal system and students have information about it.</p>
<p>Evidences/indicators</p> <p>Annex 3.3.1 - Rule of assessment of TSMU student achievements; Annex 3.3.2 - Rule of conducting the exams at the TSMU Examinations and Skills Assessment Center; Annex 3.3.3 - TSMU regulation about Master programme; Annex 3.3.4-1 -TSMU regulation about PhD programme in the Faculty of Medicine; Annex 3.3.4-2 - TSMU regulation about PhD programme in the Faculty of Stomatology; Annex 3.3.4-3 - TSMU regulation about PhD programme in the Faculty of Pharmacy; Annex 3.3.4-4 - TSMU regulation about PhD programme in the Faculty of Public Health; Annex 3.1.5 - Monitoring results of students' academic performance; Annex 3.1.6 - Programme completion within the time and scattering indicators; Annex 5.1.1 - Rule of recognition of the credits obtained by students mobility, internal mobility and during learning process at LEPL-Tbilisi State Medical University; Self Evaluation Report Site visit - (interviews with the Heads of the Programmes, Medical Education Center, QA department, Academic Staff. Invited Staff, Academic council) Visit in the clinical skill center</p>

Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standard component
Suggestions: Non-binding suggestions for further development
Best Practices (if applicable): Clinical Skills Center
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </div>

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management <ul style="list-style-type: none"> ○ HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. ○ HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.
Descriptive summary and analysis of compliance with the standard component requirements <p>One of the priorities of the TSMU is the human resource management which is based on so called merit-based management. In the seven-year strategic development plan, «improvement of human resources» takes one of the base steps in the «institutional development» part of TSMU. The University has the main document of staff management, Human Resource Management Policy (07.03.2018) which regulates staff selection, hiring, assessment, professional development as well. The process is accessible and flexible; Ethics Committee with Ethics Code ensures transparent and objective procedures of staff management. TSMU in its structure has main Educational Unit 5 faculties, totally 97 departments and supportive units (9). All main educational and support structural units' main functions are listed in job descriptions, then implemented and well-shared by the employee-. The expert panel checked job descriptions during the site visit, and interviewed staff from university and university hospital also).</p> <p>Academic and scientific personnel of TSMU are selected by the open competition in compliance by the «rule of conduct of the competition for the academic and scientific positions at the TSMU and regulation for the competition Commission» and it is approved according to the law of Georgia on «higher education» and resolution of the TSMU Council of Representatives, which sets the list of documents for competition. The Academic Council approves the contested position. In 2017 was accepted 109 persons on 114 announced positions and 116 applications were submitted. The number of academic staff in 2017-2018 year: professors-96, associate professors- 149, assistant professors- 182, currently 395 academic staff are employed at the TSMU. The rule for selection of support staff is regulated by the document, "Rule of selection of supportive staff in TSMU" (Annex 4.5) which ensures the transparent and objective selection of qualified staff. The total supportive staff under contract is 252. The ratio</p>

<p>between number of academic /scientific staff to the administrative/support staff is 0,93. The staff retention rate in TSMU is 0.99.</p> <p>From Nov. 2017 the rule of affiliation of the academic staff were inducted and set in contracts. Rule and affiliation agreement document fully contains the same information, is transparent and fully in compliance with international affiliation requirements. Currently, TSMU has 394 affiliated staff members.</p> <p>51 of academic and scientific staff are participating in an open call for scientific grants, more than 300 academic staff participated in international conferences, seminars, master classes abroad (site-visit evidences, interview result).</p> <p>TSMU utilizes staff evaluation and satisfaction surveys, (57% of academic staff) which are inducted by the quality assurance group mostly and main purpose to identify and improve the working conditions, infrastructure, timing and relevancy of information, awareness with staff rights and responsibilities. Survey results were the main triggers for immediate reactions to improve the mentioned and identified remarks.</p> <p>TSMU has a defined principle of remuneration and encouragement, which increases the employment performance (interview results). Also, university has a regulation rule of selection and encouragement and awarding the professors aged 65 years and older with Emeritus compensation.</p> <p>University also sets the benchmarks for staff of faculties and departments for actual and for 7 year of strategic development.</p>
<p>Evidences/indicators</p> <p>Annex 1.2.1 Strategic Development Plan</p> <p>Annex 2.3.0 Internal Regulation of TSMU</p> <p>Annex 2.3.1 TSMU Code of Ethics</p> <p>Annex 2.3.2 TSMU Statute</p> <p>Annex 4.1 TSMU Human Resource Management Policy</p> <p>Annex 4.2 Rule of Evaluation of TSMU Academic and Invited Staff, staff evaluation procedure</p> <p>Annex 4.3 Terms and conditions of affiliation with TSMU</p> <p>Annex 4.4 Human Resource Management of TSMU Academic and invited staff and contracts</p> <p>Annex 4.5 Job descriptions for academic, scientific, administrative and support staff</p> <p>Annex 4.6 The procedure for determining and the amount of premium, bonuses, subsidies and cash allowances in TSMU</p> <p>Annex 4.7 Results of academic staff performance</p> <p>Annex 4.8 Performance review by the academic staff regarding the administration</p> <p>TSMU benchmarks</p> <p>Survey results</p> <p>Interview results</p> <p>Requested documents</p> <p>SER of TSMU</p>
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standard component</p>
<p>Suggestions:</p> <p>To systemize the current policy to attract new staff</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>

<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>4.2. Academic/Scientific and Invited Staff Workload</p>
<p>Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>TSMU has the regulatory document for academic and scientific staff workload and its implementation. Academic staff training/research workload is updated every semester. TSMU has presented the schemes of teaching, research and other activities workload according to academic staff functions. Academic/invited staff workload scheme is regulated by the TSMU Academic Council and Representative Council. Total working hours per week and also contact hours for theoretical and clinical staff is also defined in schemes and in SER document. Quantity and workload of academic and invited staff responds to the quantity of the students.</p> <p>TSMU had set the benchmarks. By the evaluation of them we could not find any significant differences between the actual and target levels for 2023 y, but they are realistic. TSMU correctly identifies his areas of improvement in more development of the human resource management policy in consideration of strategic development plan of TSMU, with we agree also, existence and implementation of the efficient mechanisms of the staff education, advanced training and further improvement of the staff performance and research assessment and usage of its results in management and development of the staff.</p>
<p>Evidences/indicators</p> <p>Annex 4.9 Resolution of the TSMU Representative Council (#23/10 Oct 3, 2017)</p> <p>Annex 4.10 Rule of determination of students contingent</p> <p>Annex 1.2.1 Strategic Development Plan</p> <p>TSMU web site visit</p> <p>Interview results</p> <p>Survey results</p> <p>SER of TSMU</p>
<p>Recommendations:</p>
<p>Suggestions:</p> <p>Increase the number of affiliated staff involved in teaching process which will reflect on the programme sustainability.</p> <p>Support the staff participating in research field: research institutions, affiliated clinics.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions.</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p>

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

5. Students and Their Support Services

HEI ensures the development of student-centered environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students, implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services

5.1. The Rule for Obtaining and Changing Student Status, the Recognition of Education, and Student Rights

- For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period.
- HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

TSMU has clearly described procedures for suspension and termination of student's status, mobility, qualification granting they have developed the documents that regulate the mechanisms. Based on documents and results from interviews with the students recognition of education is transparent and fair.

Above mentioned information is public and accessible for students, the Deans' office kindly offers the consultations about these issues for every student.

TSMU has presented the sample of contracts between HEI and a student, in which TSMU has clearly introduced obligations of the University and students, and mechanisms for protection students' rights.

In TSMU, rules of ethics and behavior, violation response procedures are regulated by the Ethic Code of TSMU. The Code regulates not only ethical issues but also students' rights related to academic processes. The code prohibits any kind of discrimination.

Evidences/indicators

Statute of the LEPL – Tbilisi State Medical University;

Internal regulations of the LEPL – Tbilisi State Medical University;

Annex 5.1.1 - Internal mobility rules and rule of recognition of the educational credits obtained during the studies at the LEPL Tbilisi State Medical University;

Annex 5.1.2 - LEPL Tbilisi State Medical University Rule of the qualification award to the 60 graduates of the educational programmes, usage, issuance and accounting-reporting of the diploma forms;

Annex 5.1.3 –Samples of the agreements concluded between the TSMU and the students of all three levels;

Annex 5.1.4 –The Ethics Code of the LEPL – Tbilisi State Medical University;

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standard component

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.2 Student Support Services

- HEI has student consulting services in order to plan educational process and improve academic performance
- HEI has career support service, which provides students with appropriate counseling and support regarding employment and career development
- HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
- HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

Based on presented documents and interview with the students and Self government, TSMU students have proper consultations on planning the education process. TSMU have individual timetables for every semester, which is optimal to students. What's more students take part in planning and improving educational processes.

TSMU has Carrier supportive services and from interviews from students, it was clear that university arranges winter and summer school internship programs and with help of it students gain all the basic knowledge needed for internship in clinics and pharmaceuticals companies.

TSMU provides students with exchange programs at all the level of educational processes. Student claim that they can take part in various exchange programs all over the world. Every new information about the international mobility is transparent and clear and can be easily accessed from the official website of TSMU.

TSMU has active student organizations and center of sport and arts and based on interviews with the student it was clear that all students try to be active.

TSMU self-government have created special service for international students – "come together under one umbrella" which is held annually. above mentioned service provides help and care of foreign students' adaptation and integration into a new cultural environment. based on interviews with the foreign students, it was said that this service helps them with all the documents, for instance – health insurance.

One of the highlights of the Self government is program – "student social assistance programme" which provide support for socially vulnerable students. Based on interview with students and Self – government the decision is made by the special commission which is chosen annually, and Georgian and foreign students are able to take part. Students claimed that they are informed about this project through the TSMU website and Social networks.

Evidences/indicators

Annex 3.2.4 – Rule of development of the student's individual curriculum

Annex 5.2.1 – Resolution of the TSMU Representatives Council "On workload of the Tbilisi State Medical University Educational and Research Conducting Academic Staff";

Annex 2.1.2 – Provision on the LEPL - Tbilisi State Medical University Rector's office;

Annex 5.2.2 – Results of the alumni studies concerning their career and academic development;

Annex 5.2.3 – Student and alumni employment rates, including those by awarded 67 qualification;

Annex 5.2.4 – List of the activities conducted during 2017;

Annex 5.2.5 – List of the activities planned for 2018;

Annex 5.2.6 – Student Social Assistance Programme;

EMSA award – The Best Host country;

2014-2017 figures of the TSMU students/residents foreign internships through the bilateral programmes;

Information concerning the participation of the TSMU students in the EU international mobility projects

(Erasmus+, Erasmus Mundus)during 2001-2017; Provision on the LEPL - Tbilisi State Medical University Students Self-Governance; The student diaries and certificates; Certificate of the Public Health and Disease Control National Center concerning the activities conducted by the TSMU students in support of the Charity Public Healthcare.
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standard component
Suggestions: Non-binding suggestions for further development.
Best Practices (if applicable): Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </div>

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities

6.1 Research Activities <ul style="list-style-type: none"> ○ HEI, based on its type and specifics of its fields, carries out research/creative activities. ○ Ensuring the effectiveness of doctoral research supervision ○ HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field
Descriptive summary and analysis of compliance with the standard component requirements TSMU acknowledges research as one of its main functions and strives to promote innovative developments at national and international level through support of research projects and doctoral programmes. Two affiliated research institutions (Iovel Kutateladze Institute of Pharmacochimistry and Vladimir Bakhutashvili Medical Biotechnology Institute), merged with TSMU in 2010, are focused solely on research (including supervision of doctoral students), whereas university departments are combining research with teaching duties. Academic staff of TSMU is expected to perform teaching, research and clinical activities – contracts define teaching hours, according to the academic position (professor, associate professor and/or assistant professor), research workload is not fixed. Integration of research and teaching is considered to be an important task and is being implemented in the framework of specific courses/modules – research results become part of curricula. Statistical data provided for last five years (2013-2017) shows high productivity of TSMU academic and research staff – number of local and international publications, number of funded projects, and participation in conferences is impressive. Only in 2017, TSMU had 144 international and 226 local publications, 8 monographs, 379 participations in scientific conferences, 38 research projects, funded by local and international donor organizations and 12 successfully defended doctoral theses. At the same time graduation rate of doctoral students in time (intake 2014) is only 35.3%, showing mostly that three years are not enough for finalizing research project and PhD thesis. PhD projects are being

implemented in the framework of four accredited doctoral programmes by 102 students (number of doctoral students has increased from 99 since submission of SER). Ratio supervisor/doctoral student is currently 0.9 and no changes of this benchmark are planned for 2023.

TSMU has body of regulatory documents organizing PhD programmes, defining procedures and rules for the assessment and defense of dissertations and ensuring effectiveness of doctoral research supervision. Regular assessments of educational programmes and student satisfaction studies are used for quality assurance and further improvement of research activities.

At the same time research profile of the TSMU is not clearly defined – traditionally main research topic since Soviet times was “aging”, currently number of research projects is performed in the field of epidemiology, hepatitis C and other fields, research institutes focus mainly on chronic diseases and drug development, but TSMU staff is free to choose any other research topic. Considering still limited financial resources for research funding, it would be advisable to determine main research priorities – Strategic Development Plan states that “Determining the priority research is ongoing”, and one of the first objectives is “Evaluation of effectiveness of University’s scientific activities”, but the expert panel did not see evidence of how the university does this – interview results show that there is neither clear strategy nor tactic to determine priority fields of research.

The vision of the TSMU, as stated in the Strategic Development Plan, is “... strengthening its leading position as an internationally recognized medical education and research hub in the country and the Caucasus region”. Being a regional research hub requires not only sufficient financial and human resources and administrative support, but also clear focus on key areas, where TSMU could be competitive at the international level.

Evidences/indicators

Self-evaluation report

Annex 6.2 – Survey results “Evaluation of doctoral students”

Annex 6.4 – List of scientific-research projects (conducted, current, planned)

Annex 6.4.1 – List of scientific-research projects (conducted, current, planned) (2017-2018)

Annex 6.6 – Workload of TSMU academic staff

Annex 6.7 - Rule of assessment and regulation for PhD defense

Annex 6.8 – Statistics on TSMU PhD defenses 2012-2017

Annex 6.8.1 – List of doctoral theses (2013-2017)

Annex 6.9 – Scientific-research activity of TSMU staff (2013-2017)

Interview with TSMU staff and doctoral students

Recommendations:

Clear definition of TSMU research profile – develop clear criteria and mechanisms to detect priority fields in order to fulfill institutional mission

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI’s compliance with this specific component of the standard

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

6.2. Research Support and Internationalization

- HEI has an effective system in place for supporting research, development and creative activities
- Attracting new staff and their involvement in research/arts-creative activities.

- University works on internationalization of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

Data provided on internal funding of research activities shows TSMU efforts to support research and ensure stability, but at the same time need for external funds for high level scientific projects is obvious. TSMU research budget has been significantly increased in the last years – from 2, 7 (2012) to 7, 5 Mio GEL (2018). Increased budget is used to fund running doctoral programmes and high quality research projects not covered by the Rustaveli National Scientific Foundation; at the same time TSMU is investing in the development of research infrastructure. As reported during interview with the vice-rector for research, development and support of research activities is currently #1 priority of the university – focus of previous years was mostly on educational programmes and development of clinical infrastructure - now, when TSMU has five own renovated and equipped clinics, and clinical education is fully ensured through additional contracts with over 100 other medical facilities, research support is coming into the spotlight.

Despite increased internal funding, insufficient funding of research and shortage of modern research infrastructure are stated as weak points in the TSMU SWOT analysis (Strategic Development Plan 2018-2024). Enhancement of international scientific collaboration and commercialization of research results are considered by the TSMU as additional financial sources for the university and specially for research funding.

TSMU has successful cases of commercialization of drugs developed at the Institute of Pharmacology and more efforts are planned to enhance these activities – communication with local patenting agency (Sakpatenti) and development of specific legal services to be mentioned. Clinical trials are also considered attractive not only in scientific, but also in financial terms.

Internationalization is perceived as a tool for quality enhancement of research activities – number of joint scientific projects and educational programmes are being implemented with international partners and some doctoral students perform significant parts of their research abroad; mobility of doctoral students and academic/research staff in the framework of Erasmus+ programme serves this purpose, but Erasmus+ programme only couldn't guarantee sustainability of scientific collaboration with international partners. Being practically the biggest medical university in a small country like Georgia, TSMU offers the full range of educational programmes, professional development and research activities and TSMU students end up in the very closed loop – they start medical education at the TSMU, continue doctoral education there and majority is affiliated with the TSMU also during professional work. Since horizontal mobility between Georgian medical schools is rather unpopular among TSMU students, international collaboration in the fields of education and research are of enormous importance.

International collaboration is also precondition for access to international funding – TSMU has submitted joint projects to Horizon2020 and MSCA together with colleagues from France, UK, Germany and Ukraine. In some cases, international collaboration is based on personal contacts and then grows into inter-institutional agreements. TSMU enjoys long-lasting partnerships with number of European and American universities; currently TSMU collaborates with over 120 partner universities and clinics from 40 countries.

TSMU is aware of importance of supporting mechanisms: Department of Research Coordination has been reformed in the last year and new staff provides consultations and trainings to researchers in order to obtain national and international funding for research projects (including project writing and partner search).

Criteria and procedures for recruitment of academic and scientific staff are defined and fixed in internal documents, following general requirements of national legislation, but special mechanisms for attracting of younger personnel are not clear and have not been yet implemented – neither current doctoral students nor university administration in charge of research activities could describe during interviews these mechanisms. At the same time all interviewees claimed need of rejuvenation of TSMU staff (age of 23% of academic staff is over 65 years and average age of academic staff is 56 years); HR department representatives mentioned that "own" doctoral students are considered to be a main resource for staff rejuvenation, but specific mechanisms to support career progress of doctoral students have not been mentioned. There are so far no postdoctoral researchers at the TSMU.

Evidences/indicators

Annex 6.3 – List of TSMU master programmes

Annex 6.5 – List of doctoral theses, parts of which were conducted abroad

Annex 6.5.9 – Participation letter on GRDF project

Annex 6.5.10 – Acceptance letter on Erasmus Mundus project

<p>Annex 6.9 – Scientific-research activity of TSMU staff (2013-2017)</p> <p>Annex 6.15 – Research funding data (2012-2018)</p> <p>Self-evaluation report</p> <p>TSMU Strategic development plan 2018-2024</p> <p>Interview with TSMU staff and doctoral students</p>
<p>Recommendations:</p> <p>Further development of support mechanisms for TSMU staff to assist their efforts in projects writing and partner search</p> <p>Develop clear criteria for international partnerships and ensure sustainability of international collaboration, especially in the field of doctoral programmes</p> <p>Elaborate internal policy and specific mechanisms to support career development of doctoral students in order to attract younger personnel</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>
<p>6.3. Evaluation of Research Activities</p>
<p>HEI has a system for evaluating and analyzing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>An assessment and analysis system of research activity quality, research productivity of scientific-research units and academia/scientific personnel has been approved by the TSMU Academic Council in March 2018; specific questionnaire for assessment of scientific productivity will be developed in October 2018 and the first cycle of evaluation will start in academic year 2019/2020.</p> <p>In the meantime main working documents /mechanisms to evaluate quality of research activities are:</p> <ul style="list-style-type: none"> - Annual scientific reports - Financial reports - Regulations for assessment of master/doctoral thesis - Doctoral students' satisfaction studies - External assessment of TSMU research projects provided by the Georgian Academy of Sciences <p>An electronic portal/data base of all research and related activities is being created to enable efficient and reliable assessment of quality and productivity of research.</p>
<p>Evidences/indicators</p> <p>Self-evaluation report</p> <p>Annex 6.2 – Survey results "Evaluation of doctoral students"</p> <p>Annex 6.13 – Evaluation performed by Academy of Sciences</p> <p>Annex 6.14 – Productivity evaluation rule of TSMU academic and scientific personnel scientific-research activities</p> <p>TSMU Website (http://new.tsmu.edu/images/dxp/1527690112-1527690112.pdf)</p>

Interview with TSMU staff and doctoral students
Recommendations: Develop and implement the system of evaluation of research work Make accessible results of research work evaluation (publication on TSMU website)
Suggestions: Non-binding suggestions for further development
Best Practices (if applicable): Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div><input type="checkbox"/> Complies with requirements</div> <div><input type="checkbox"/> Substantially complies with requirements</div> <div><input checked="" type="checkbox"/> Partially complies with requirements</div> <div><input type="checkbox"/> Does not comply with requirements</div> </div>

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources <ul style="list-style-type: none"> ○ The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment. ○ HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system. ○ Health and safety of students and staff is protected within the institution. ○ HEI has adapted environment for people with special needs
Descriptive summary and analysis of compliance with the standard component requirements The site visits including the interviews in different sessions and during the site visit confirmed almost all of the statements in the SER. TSMU possesses its own material resources which are adequate to requirements of all educational programmes, clinical placements and research activities. The material resources are also efficient to the existing number of students and staff and seem to be enough for the planned numbers. Whether they are sufficient in the future depends on how many new students are really enrolled and new staff is really hired). TSMU plans construction and reconstruction of new spaces and repairs of the existing ones, renovation of the inventory and acquisition of new medical equipment and upgrading of the old one. In detail (<u>quoted from the SER</u>): <i>TSMU own immovable property with a total surface area of 78766.07 m², sanitary units, natural light possibilities, central heating system, fire safety system, lifts, car parking lots, protection of health and safety of students and staff, an environment for people with special needs. Electric power is supplied by Joint Stock Company Telasi. In cases of power shortage, supply is automatically restored via diesel generator.</i> <i>TSMU owns five clinics (TSMU First University Clinic, TSMU Givi Zhvania Pediatric Clinic, TSMU Apolon</i>

Urushadze Dental Clinic, TSMU №1 Dental Clinic, TSMU №2 Dental Clinic) and pharmaceutical enterprise (Iovel Kutateladze Institute of Pharmacochimistry of TSMU, Vladimir Bakhtashvili Institute of Medical Biotechnology of TSMU) which contribute an excellent input to the learning process (clinical placements), research activities and also financial income. TSMU has arranged for medical assistance centre with a qualified doctor. The First University Clinic has an emergency service; Givi Zhvania Pediatric Clinic runs medical assistance facility, and first medical assistance operates in Apolon Urushadze Dental Clinic. Total area of TSMU's affiliated and contractual clinics constitute 73193, 99 m².

Evidences/indicators

Self-evaluation Report

Annex 7.1.1. - TSMU students and personnel survey results with regards to material resources;

Annex 7.1.2. - TSMU immovable property ownership documents;

Annex 7.1.3. - movable property ownership documents, inventory lists.

Annex 7.1.4. - TSMU teaching space;

Annex 7.1.5. - material and nonmaterial resources utilized for educational programmes;

Annex 7.1.6. - technical state of buildings;

Annex 7.1.7. - TSMU affiliated and contractual clinics;

Annex 7.1.8. - TSMU waste management plan;

Annex 7.1.9. - TSMU waste management inner methodic documents;

Annex 7.1.10. - sanitation and hygiene assessment in TSMU and its structural units;

Annex 7.1.11. - TSMU central heating and ventilation systems surveillance results are in anticipation;

Annex 7.1.12. - TSMU electric power supply alternative source-generators;

Annex 7.1.13. - TSMU fire safety;

Annex 7.1.14. - TSMU anti-fire mechanisms;

Annex 7.1.15. - TSMU order maintenance mechanisms;

Annex 7.1.16. - TSMU medical assistance provision;

Annex 7.1.17. - plan for further development of accessible environment for special educational needs and disabilities and for installation of safety cameras.

Site Visit including interviews

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standard component

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Clinical Skills Centre

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

The site visits including the interviews in different sessions and during the site visit confirmed almost all of the statements in the SER. During the site visit and interviews with the manager of the library and in interviews in different sessions (students, staff) it was stated that important and current scientific journals and books are not available.

The library of the TSMU campus provides necessary space and information for the study and research of the current number of students, staff (teachers and researchers) and residents and seems to be

adequate for the planned numbers of students, staff and residents. Whether the library is sufficient in the future depends on how many new students/ new staff are really enrolled/hired. An increase in full access to online books and journal would improve the current good service of the library. Furthermore, an increase in its budget would improve its activities and facilitate teaching/learning and research”.

The libraries in the five hospitals were not seen in the site visit; however it was confirmed that they are also very well equipped and sufficient for students and staff.

TSMU also works constantly on the improvement and renewal of the Library, its resources and services.

In detail (quoted from the SER):

The library on the TSMU campus offers enough space and equipments for the stacks/book depository, staff, reading rooms, group work rooms and computer rooms with more than 40.

The library is available for students and personnel for 6 days per week (Monday through Friday- 10am-21pm; Saturday 10am-15pm).

The complete TSMU library collection comprises 10018 textbooks, 71600 monographies, 432 E-books, 66307 presentations, 1533 theses, 8928 foreign textbooks, 10242 journals.

Documents of the complete list of collection is available in: 47 registration journals, 118 inventory journals, 27 postgraduate education journals, E- catalogues, the latter being permanently updated.

TSMU Library has 20 employees.

Evidences/indicators

Annex 7.2.1. - library rules, instructions held meetings, consultations and other events;

Annex 7.2.2. - data about inventorying of full collection;

Annex 7.2.3. - statutes of TSMU library;

Annex 7.2.4. - documents of incorporation into international electronic library network;

Annex 7.2.5. - results of student surveys about environment, resources and services in the library;

Annex 7.2.6. - development and renovation mechanisms of library resources and services;

Annex 7.2.7. - E-databases usage statistics;

Site Visit including interviews

Recommendations:

Library activities and its budget could be improved, in order to facilitate teaching/learning and research

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

7.3 Information Resources

- HEI has created infrastructure for information technologies and its administration and accessibility are ensured
- Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
- HEI ensures business continuity
- HEI has a functional web-page in Georgian and English languages.

<p>The site visits including the interviews in different sessions and during the site visit confirmed almost all of the statements in the SER.</p> <p>TSMU has an infrastructure for information technologies including its administration and accessibility which is sufficient for the current number of students, staff and residents and seems to be enough for the planned numbers of students, staff and residents. Whether the IT Service is sufficient in the future depends on how many new students/staff are really enrolled/hired.</p> <p>In detail (quoted from the SER):</p> <p><i>Electronic services and electronic management systems are implemented and mechanisms for their regular improvement are in place which ensures business continuity.</i></p> <p><i>TMSU has a functional web-page in Georgian and English languages.</i></p> <p><i>IT Service administration policy is regulated by the Rector and the Head of Administration.</i></p> <p><i>TSMU IT Service ensures implementation of new information technologies, programmes, website design and smooth running of network infrastructure, computers and other office equipment.</i></p> <p><i>All personal computers in TSMU are incorporated into network open to optic internet. Departments beyond the precinct of administration and teaching blocks are connected to optic and DSL internet (including the Institute of Biotechnologies and the Institute of Pharmacochimistry.</i></p> <p><i>Besides computers on the departments, library houses 85 computers for students with Wi-Fi access.</i></p> <p><i>The university computers and office equipment is replaced on a regular basis.</i></p> <p><i>Altogether the university operates 404 laptops, 481 printers and multifunctional systems, 1237 computers.</i></p> <p><i>TSMU's new examination centre has been upgraded where 212 students and residents are tested online through original electronic examination programme.</i></p> <p><i>Centre for Clinical Skills was reconstructed and equipped with high-tech automatized programme training system, Mannequins.</i></p> <p><i>TSMU utilizes following E-services: eFlow (electronic document circulation system of the Ministry of Education and Science of Georgia), LMS (Learning management system) and attendance, academic achievement registration electronic journal, online registration system of residents and an electronic examination system.</i></p> <p><i>Information displayed in the website is regularly renewable.</i></p> <p><i>Internet is supplied by Georgian Research and Educational Networking Association GRENA.</i></p>
<p>Evidences/indicators</p> <p>SER</p> <p>Annex 7.3.1. - Statute of the Rector's Office</p> <p>Annex 7.3.2. - agreement #2/72, 25.12.2017 on internet supply</p> <p>Annex 7.3.3. - agreement #2/73, 25.12.2017 on webhosting service.</p> <p>Annex 7.3.4. - statute of the Public Relations and Protocol Service</p> <p>Site Visit including interviews</p> <p>Website</p>
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the HEI's compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Fully complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>Recommendations:</p> <p>Recommendation/or proposal, which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>7.4 Financial Resources</p>

<ul style="list-style-type: none"> ○ Allocation of financial resources described in the budget of HEI is economically achievable ○ Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans ○ HEI financial resources are focused on effective implementation of core activities of the institution ○ HEI budget provides funding for scientific research and library functioning and development ○ HEI has an effective system of accountability, financial management and control
<p>The achievement of the main goals in the Action plan and Strategic Development Plan (implementation of core activities of TSMU, funding for scientific research, internationalization, increase of young high qualified staff and qualified staff in total) are mainly based on the allocation of financial resources described in the budget of TSMU.</p> <p>The increase of the budget in the future is based mostly on two requirements: 1) an adequate increase of international students including their tuition fees and 2) a higher income from medical services. However, it has not been described in detail how this will be achieved (strategy, methodology and data from the past and for the future, existing contracts or collusions/arrangements).</p> <p>This information is essential in order to assess if the financial plan and budget for the future "stands on safe feet". Therefore, a budget plan including "safe" income" and estimated costs for the different goals in strategic and mid-term action plan has to be provided (see also Standard 1.2.). Furthermore, a ranking list should be provided which projects (core activities) –in dependence of the financial resources- should be realized at first.</p> <p>The description in the SER of the implemented system (internal, external) of accountability, financial management and control seem to be adequate.</p>
<p>Evidences/indicators</p> <p>SER</p> <p>Annex 7.4.1. - TSMU budget dynamics by year;</p> <p>Annex 7.4.2. - TSMU budget in 2013-2018;</p> <p>Annex 7.4.3. - Dynamics of salary of academic personnel;</p> <p>Annex 7.4.4. - Dynamics of the balance value of immovable and movable property of TSMU;</p> <p>Annex 7.4.5. - The 2017 annual report of TSMU Head of Administration;</p> <p>Annex 7.4.6. - The 2016 annual report of TSMU Head of Administration;</p> <p>Annex 7.4.7. - The 2015 annual report of TSMU Head of Administration;</p> <p>Annex 7.4.8. - The 2014 annual report of TSMU Head of Administration;</p> <p>Annex 7.4.9. - Financial report of 6 months by 2017;</p> <p>Annex 7.4.10. - TSMU financial report by 2017;</p> <p>Annex 7.4.11. - Audit of consolidated financial reports of the Ministry of Education and Science;</p> <p>Annex 7.4.12. - State audit of consolidated financial statement of the Ministry of Education and Science of Georgia by March 24, 2017;</p> <p>Annex 7.4.13. - State audit of consolidated financial statement of the Ministry of Education and Science of Georgia by December 21, 2015;</p> <p>Annex 7.4.14. - State audit of consolidated financial statement of the Ministry of Education and Science of Georgia by October 9, 2013;</p> <p>Annex 7.4.15. - Report project of audit of consolidated financial statement of the Ministry of Education and Science of Georgia by 2016;</p> <p>Annex 7.4.16. - Information on the implementation of the recommendations issued by the State Audit;</p> <p>Annex 7.4.17. - Statute of the Economic Department;</p> <p>Annex 7.4.18. - TSMU rule of drawing united budget;</p> <p>Annex 7.4.19. - TSMU procedure for approval of procurement annual plan;</p> <p>Annex 7.4.20. - Agreements with private audit firms;</p> <p>Annex 7.4.21. - Grand Thornton Ltd. Annual report 2013;</p> <p>Annex 7.4.22. - Grand Thornton Ltd. Annual report 2014;</p> <p>Annex 7.4.23. - Grand Thornton Ltd. Annual report 2015;</p> <p>Annex 7.4.24. - Grand Thornton Ltd. Annual report 2016;</p> <p>Annex 7.4.25. - LEPL TSMU achievements and major challenges;</p> <p>Annex 7.4.26. - Information about the inventory commission established at the university for the purpose of describing immovable property, basic and long-term small assets and stock reserves listed on the Balance of LEPL Tbilisi State Medical University;</p> <p>Annex 7.4.27. - TSMU inventory description by October 1, 2017;</p> <p>Site Visit including interviews with the leadership (Rector, Chancellor, Vice-Rectors)</p> <p>Provided additional budget plans</p>
<p>Recommendations:</p> <p>The estimated costs for the individual projects and the overall costs for all planned projects in the following years should be listed.</p>

<p>It should be described where the estimated increase in the budget in the following years will come from and how this will be achieved and secured.</p> <p>A financial budget has to be given proving that the described projects are financially achievable with proven and secured income.</p> <p>A ranking list of projects should be given showing which projects will be realized at first depending on the financial resources.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>