



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Draft Report on Higher Education Programme

**One Cycle Educational Program for MD (English language program)
LLC Teaching University Geomedi**

24-25 July 2018

Report Submission Date

Tbilisi
2018

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Teaching University Geomedi LLC
HEI's Identification Code	204909858
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	One Cycle Educational Program for MD (English language program)
Level of Education	Second
Qualification Granted Indicating Qualification Code	Medical Doctor 090101
Language of Instruction	English
Number of Credits	360 credits
Programme Status (Authorized/Accredited/New)	Accredited

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Olwyn Westwood University of London, United Kingdom
Member (Name, Surname, University/organization/Country)	Associate Professor Ia Pantsulaia (Tbilisi State Medical University/Georgia)
Member (Name, Surname, University/organization/Country)	Nika Gvazava (Tbilisi State Medical University/Georgia)
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Accreditation Report Executive Summary

▪ General information on the education programme

The one-cycle MD program of the *LLC Teaching University Geomedi* commenced in August 2013 and is a 6-year degree program, so will graduate their first cohort of students in 2019. In addition to compliance with the Georgian National standards for medicine awards, they have assured that the curriculum is compliant with the accreditation standards for the qualification framework of the World Federation of Medical Education (WFME), national qualification frame. The Medical faculty has been prudent in taking advice from medical educators and experts from both within Georgia, and external advisors from Minnesota (USA) and Munich (Germany). The International experts have been party to the Faculty and Academic Council meetings to advise on the wisdom of any adjustments. From discussions with the Faculty members it appeared that the self-evaluation document did not fully describe the program and had suggested that it was a 'traditional' program of science first, and then clinical learning in the later years. The NCEQE visiting team were pleased to have clarified that the MD program was indeed integrated and demonstrated academic and clinical progression with respect to clinical case-based learning, and clinical skills development using simulators. The students receive their clinical training with the clinics which have memorandum agreements where they have mandatory learning and practice both in routine and out-of-hours service.

The MD program is taught over 6- years and made up of 360 credits - 330 credits are mandatory, and 30 credits being selected by the student. There is a parallel MD program taught in Georgian where the curriculum and the assessments are identical. The strength of this parallel relationship is that students on the English program are offered Georgian language course to aid them in integration both with their Georgian peers and for communicating with clinical tutors and patients. That this program is taught in English, means that they have access to learning resources available internationally. Although mainly a teaching institute, *University Geomedi* assured the visiting NCEQE team that there is access to research and scholarship in relation to medicine, for research methods course is mandatory. Therefore, students should be able to have an evidence-based approach to medical in practice.

▪ Brief overview of the accreditation site-visit

The NCEQE visiting team were able to meet a wide range of stakeholders including:

- the Senior Management Team of *LLC Teaching University Geomedi*
- Senior officers of the Faculty of Medicine and affiliated professors (Dean, Head of Programs)
- Affiliated staff, Clinical teachers, Invited staff
- Professional colleagues, responsible for Library, finance, and quality assurance, assessment and student support
- Employers of Geomedi graduates and Geomedi Alumni

Naturally, we are unable to meet the employers of new medical graduates and alumni of the MD program of *LLC Teaching University Geomedi* as the first cohort do not graduate until 2019, but we were able to meet current medical students and Alumni of other programs in order gain a sense of the student support activities.

The NCEQE team was also pleased to view the learning facilities offered on the *LLC Teaching University Geomedi* campus. A visit to the Regional Hospital which offer multiple clinical-specialty education where the medical students receive clinical training. At this clinic we saw the well-equipped clinical skills laboratory and the large lecture theatre / conference hall which the *University Geomedi* has use of. We also heard that many of the clinicians are affiliated professors of *University Geomedi* and that students were offered overnight accommodation when they were able to experience the out-of-hours clinical service.

▪ **Summary of education programme's compliance with the standards**

The *University Geomedi* medicine program which is taught in English attracts overseas students from India and Nigeria. There appears to be a good relationship between all stakeholders, i.e. students, academics, external providers of education in the clinics. As with all medicine programs in Georgia, they are working towards compliance with the revised sector benchmark by the deadline of January 2019. The disciplines (Knowledge and Skills) which are included within the curriculum of the medicine program are appropriate. With regards to learning infrastructure, the students have access to library resources by remote access. A concern is the availability of literature to support a research-informed and evidence-based approach to learning, which needs to be evaluated. Likewise, that the new program is subject great internal scrutiny and evidence of closing of feedback loops in education quality and assessment. In addition to have national scrutiny by the introduction of an external examiner system. This will assure equivalence of medical graduate attributes with their peers within other Georgian medical schools in terms of knowledge, skills and professional attitudes.

The Dean, Head of program and the academics are conscious of the need for compliance with the revised and this is seen by their wanting to introduce learning methods and integration of basic and clinical sciences. It is also clear that they want to adopt summative assessments in the form of Objective Structured Clinical Examinations (OSCE). There has been infrastructure investment in the clinical skills laboratories and the possibility for re-configuration of the associated rooms for the delivery of OSCE assessments. To this end, they are gaining advice from International experts in medical education. Nonetheless it is appreciated by the team that there is a huge amount of work to be done in faculty development for training colleagues in the innovative learning and teaching methods (preparation of learning materials and the delivery), and in OSCE examiner preparation and OSCE station writing.

Standard 1	Substantial Compliance
Standard 2	Substantial Compliance
Standard 3	Substantial Compliance
Standard 4	Substantial Compliance
Standard 5	Partial Compliance

Summary of Recommendations

Standard 1

- To encourage faculty development in learning, teaching and assessment skills for expanding the clinical case-based learning, and assuring the validity and reliability of assessment items.
- To have faculty development in marking of students' work and mechanism for moderation of marks to assure a consistent approach.
- To ensure that there is greater clarity regarding how the program assures that the subject benchmarks are mapped and assessed.
- To gain training in OSCE developments and assessment and then introduce OSCEs as a formal assessment of clinical skills (i.e. procedural skills, communication skill, and clinical examination of body systems).

Standard 2

- To proceed with expanding their recruitment process to look at other parameters to select students onto the medicine program, including interviewing students, competence in biology and chemistry, and asking them to produce a statement why they want to study medicine, previous experiences and future developments.
- To ensure that the mechanisms for the quality assurance of the clinical training in the clinics is clear and transparent in terms of feedback and dialogue between all stakeholders – academics, students and professional colleagues responsible. With any problems there is decisive actions which is reported and an audit trail to assure compliance.
- Each course syllabus to provide the methods which is most useful according to specialty discipline.
- To ensure a transparent process for second evaluators to assure that marking is fair and defensible.

Standard 3

- The Faculty of medicine is encouraged to investigate International partnerships for students and academic exchange opportunities, and to ensure that the resources are available for this to be both viable and sustainable

Standard 4

- To increase the number of affiliated staff and reduce the numbers of invited staff to ensure the longevity of the medicine program
- To look to attract more international professors as affiliated colleagues to augment the University Geomedi profile, and promote further international collaborations. . This in turn should have a favourable effect on the research outputs of current professors.
- All OSCE examiners need to be trained in this type of assessment to assure the process is both reliable and valid.
- Dean and Senior Team of the Medical program continue to work with, and expand the pool of medical education experts to advise on the development of the program in terms of learning and teaching methods, and assessment methods. It will also help to ensure

compliance with the new revised sector benchmark for medicine because your academics (clinical and non-clinical) are receiving regular training in medical education.

- To update the laboratories and library with textbooks and available journals including access online for enhancement of the student experience

Standard 5

- To develop further the methodology of analysis the data taking from student, academic staff and administrative staff for program evaluation and development
- To assure the faculty development for the application of medical education methodologies in learning and assessment,
- To invite more national and international experts to assure equivalence of competence of the University Geomedi graduated with their Georgian peers.
- To develop more accurate mechanism of monitoring the program by the use of external examiners as well as second evaluators to quality assure the assessment of students in knowledge and skills
- To assess not only academic staff, but also to evaluate performance of the administrative staff.

Summary of Suggestions

Standard 1

- To investigate and recruit examiners who are academics from another Georgian university to give an opinion on the equivalence of the medicine program outcomes and marks awarded to the students at each year of the program.

Standard 2

- To provide colleagues with opportunity to meet medical educators at conferences for the sharing of good practice
- To expand the number of expert collaborators to gain expertise in medical education methods.
- To ensure any online reading materials which are recommended are accessible to students
- To increase further integration between basic subjects for example anatomy, physiology, cytology and histology and clinical sciences.

Standard 4

- A recruitment drive is highly recommended for OSCE examiners to ensure adequate numbers are available.
- Greater clarity needed around the library budget allocations to expand the faculty of medicine, with a more transparent system in the selection and allocation of resources
- That the *University Geomedi* ensures that there is financial analysis system, for the allocation revenues and expenses to profit and cost centres respectively, and would suggest great autonomy to Deans is needed for budgeting and activities
- That a profitability analysis is undertaken in order to demonstrate transparency in financial management and reports, for effective decision-making at faculty level.

Summary of best practices (If Applicable)

Standard 2:

- The use of on-screen showing of microscopy to guide students in their learning and practice in histology

Standard 4:

- The Dean and Senior Team of the Medical program are to be commended for seeking out medical education experts to advise on the development of the program.
- Learning resources are available to students both in the university and as remote access.

In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)

- The introduction of new methods in learning and teaching of medicine
- The work to date on trialing the use of OSCE as a summative assessment method
- An awareness of the need for faculty development to deliver the new methodologies and thus engaging with international medical education community to advise on these areas.
- An awareness of the need for integration of basic and clinical learning

The team of experts visiting on behalf of the NCEQE are confident that the positive relationships around the Faculty and the proactive approaches of the Dean and Head of Program is evident. Thus, the *University Geomedi* academics are not only aware of the need, but are also working towards full compliance with the revised sector benchmark for medicine by the deadline of January 2019. The team would recommend that there is scrutiny of all medical schools, including *University Geomedi* to ensure that compliance it demonstrated.

Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme.

1.1 Programme Objectives

Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.

Descriptive summary and analysis of compliance with standard requirements

According to the *University Geometri* web site and statute “the mission of the university is to integrate into the global education. The university provides harmonization of scientific research and educational process, focused on the student’s intellectual and creative development of medicine, dentistry, healthcare economics and management, finance, physical medicine and rehabilitation”.

The medicine program is one of the priorities for *University Geometri* and is substantially consistent with declared mission of the University. The program main aims is providing to graduates all essential needs such as development of competences, learning ethical values and professional responsibility, presuming knowledge of theoretical basis of the field, scientific and clinical skills, corresponding with national and international standards for further practical activities.

The medicine programs of *University Geometri* commenced in 2013, and so will graduate the first cohort of medical students in 2019. This is a new medical program and therefore the mission, objectives and strategy of the University Geometri are relevant to this relatively new innovation.

The NCEQE visiting team was assured that the curriculum is compliant with the accreditation standards for the qualification framework of the World Federation of Medical Education (WFME), and the National qualification frame, and are working towards full compliance with the new National sector benchmark for Georgian medicine awards. The Medical faculty has been prudent in taking advice from medical educators and experts from both within Georgia, and external advisors from Minnesota (USA) and Munich (Germany). The International experts have been party to the Faculty and Academic Council meetings to advise on the wisdom of any adjustments. Likewise, they have followed the new benchmarked for medicine so compliant with the Accreditation agency and taking step to full integration of the medicine programme. Likewise, the level of work in terms of depth and breadth is appropriate for hours of study and linked to the ECTS system and therefore the objectives of the course are realistic and achievable. The details of the medicine program are publicly accessible on the university web site as well as available to students and

academics on the learning management system. Since this a professional program it naturally related to developments in the field of medicine and its relationship to society. Details of the courses are shared via groups meetings and discussions as well as through written communications, e.g. email.

The senior team of the Faculty of medicine has taking into consideration the Georgian labour market so students find jobs, having surveyed employers regarding the skills needed for clinical practice, e.g. English language competence, clinical skills. However, it is unclear as to the destination of graduates from overseas, as to whether they remain in Georgia or return to their home country. It was shared with the NCEQE visiting team that the medicine program was recognised by the Indian Medical Council, so this allowed students to take the National examinations of India following graduation.

University Geomedi appears to be a friendly institution, and that there are good relationships between academics and administrative staff, so that problems are easily resolved.

The students, as they mainly overseas students on this medicine program, receive courses in the Georgian language to assist them with integration with their peers, living their country of study, and for communication with clinical tutors on placement. It was stated that the placement tutors are bi-lingual so able to translate when communicating with some patients in the clinical setting.

Although the university has taken advice from international experts and has collaboration with neighbouring Tbilisi medical schools for medical education trainings, there does not appear to be an external examiner system, whereby academics from other medical schools evaluate the program in terms of content, assessment and student progress to assure equivalence of standards.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English Language)
- The University Regulations (Rector's order N285, 27.10.2017) -
- Strategic Development Plan (minutes of meeting of academic council N 09, 08.09.2017, Rector's order N208, 08.09.2017)
- Statute of the Faculty of Medicine (minutes of meeting of academic council N012, 27 .71.2017, Rector's order N308 , 27 .I7 .2077)
- Web-site
- Statute of University

Recommendations:

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Suggestions for programme development:

- To investigate and recruit examiners who are academics from another Georgian university to give an opinion on the equivalence of the medicine program outcomes and marks awarded to the students at each year of the program.

Best Practices (if applicable):

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- X Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

1.2. Programme Learning Outcomes

- Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

University Geomedi has international advisers from Germany and Minnesota (USA), who have been proactive on the advisory boards for the development of the program. Although some of the invited staff also have contracts with other medical schools with Tbilisi, there does not appear to be a formalised external examiner process to assure equivalence of competence of the medical graduates compared with their peers in other Georgian universities. The main evidence will be the graduates' performance in the National Examinations. Nonetheless, from discussions with the dental graduates (as the university has yet to graduate their first cohort of medical students), the *University Geomedi* students' performance is generally excellent in these exams.

There are various methods of assessment applied to test the learning outcomes, which are mapped to the curriculum. For the assurance of consistency of the assessments, it would have been good to have seen examination blue-prints (where the questions were mapped to learning outcomes). An area for development in many of the medical schools in Georgia is the application of standard setting methods for competence-based assessment.

There was and continues to be, dialogue between academics within a group involved in the learning and assessment of courses and so can contribute to the development of the medicine program.

It would have been helpful to hear more about how the academics were trained in marking of students' work and the quality assurance mechanisms for the assessment process.

The knowledge, skills and competences expected of the medicine graduates are tested using a variety of methodologies appropriate for the learning, and consistent with the learning objectives and learning outcomes as defined in the curriculum documents. The program also demonstrates academic progression in terms of knowledge and skills complexity as student proceed through their studies which is in accordance with the National Qualification Framework and benchmarks for medicine. This program is predominantly for overseas students with the expectation that student will return to their own country to practice medicine rather than be part of the Georgian workforce. Therefore, the visiting team did not believe the labour market demands for Georgia to be an issue for this program.

Communication between academics, invited staff and affiliated colleagues with the clinics are maintained through regular meetings and email contact and regular visits by the program team to the clinics. Many of the clinicians are also affiliated professors of *University Geomedi*

What was apparent was that the program and its courses were under constant review and information for development has arisen from discussions with colleagues and students as well as the student outcomes in terms of their marks.

Direct and indirect forms of assessment are utilised, but it was unclear as to how the program leadership assured that the subject benchmarks were mapped and assessed. Therefore, this is an area where the program teams might need to be more explicit. In-course assessments are marked and returned the following week.

As a rule, Feedback to students also occurs in the following formats

- online feedback into students' journals
- Available for student-staff meeting to discuss
- Times for consultations
- Can discuss the questions clarity / difficulty

If a student fails an assessment they can re-take the assessment and remediation is provided to help them improve.

The clinical skills assessments happen mainly in the clinical placement where they are observed and given feedback on performance. The head of Programs and the Dean discussed the issue of OSCE, and from discussions with other stakeholders, it would appear this is an area for development which is to be encouraged. The NCEQE team were informed that academics at the *University Geomedi* are collaborating with colleagues at the Tbilisi State University and the Tbilisi Medical Academy for training in the use of medical assessment technologies.

It was good to learn that the assessments of the two medicine programs (English and Georgian) were identical. What was not clear was whether they were taken at the same time as this is an area of risk with respect to assessment item security, and thus the integrity of the examinations.

There are opportunities for professional development in pedagogic practice and the program team

acknowledged that this was an area for further development in terms of problem-based learning and Objective Structure Clinical examinations (OSCE).

As the University Geomedi is relatively small there are opportunities for students to raise concerns to the Dean, Head of program and the Rector. Likewise, the student voice is listen to through other channels such as representation from the Student Self-Government, with representatives on the Faculty Council.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- Learning outcomes Map Protocol of academic council N 02, 09.02.2018
- Contract with Kaplan Inc.
- Recognition of the University by MCI
- Memorandum Contact with Co-Supervisor
- Agreement from Consultants

Recommendations:

- To ensure that there is greater clarity regarding how the program assures that the subject benchmarks are mapped and assessed.
- To gain training in OSCE developments and assessment and then introduce OSCEs as a formal assessment of clinical skills (i.e. procedural skills, communication skill, and clinical examination of body systems).
- To encourage faculty development in learning, teaching and assessment skills for expanding the clinical case-based learning, and assuring the validity and reliability of assessment items.
- To have faculty development in marking of students' work and mechanism for moderation of marks to assure a consistent approach

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- X Partially complies with requirements
- Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme		X		

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

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1. Programme Admission Preconditions

Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.

Descriptive summary and analysis of compliance with standard requirements

The students for the MD program (English) are generally recruited from overseas, mainly from India, the Middle East and Nigeria. The selection process involves the B2 certification in English language competence and results of the National Examinations (with reference to relevant subjects, i.e. Biology and Chemistry).

The University Geomedi has enlisted the services of an agent to assist them in selection and recruitment of medical students. The Ministry of Education also has a role to play in the admissions process which is predicated on completion of the High School diploma. Currently applicants are not interviewed but there are plans to include this in future.

Having discussed with their admissions criteria, the visiting team felt that greater emphasis was required around the student aptitude for the sciences, i.e. Biology and Chemistry. Thus, the medicine program team would be advised to use additional criteria for recruitment and selection of the medical students, for this would ensure student retention

The details of selections and admission to the program are transparent in that they are available on the university's website. There are also active campaigns through presentations in high schools

and student recruitment fairs, e.g. in Dubai. From discussions with students, the friendly atmosphere and the information shared by friends and acquaintances already in the medical program, are reasons that students apply to this university.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- The educational process regulations (minutes of meeting of academic council N10, 27.10'2017, Rector's order N286 ,27.10.2077
- Web-site

Recommendations:

- To proceed with expanding their recruitment process to look at other parameters to select students onto the medicine program, including interviewing students, competence in biology and chemistry, and asking them to produce a statement why they want to study medicine, previous experiences and future developments.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes 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 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The *University Geomedi* medicine program delivered in English follows the Bologna f ECTS credit system and follows the university's methodology for the design and development of programs and admission to the program is predicated on students achieving the minimum standards required as part of the admissions criteria . The medicine program follows the ECTS system and made up of 360 credits, where 330 credits are mandatory, and 30 credits selected. Information about the medicine program is publicly accessible on the university's website.

Duration of the Certified Medical Doctor's Program is 6 years. The program consists of 360 credits; 330 credits obligatory for the specialty from where:

- Basic mandatory specialty course: 69 credits (where biomedical sciences)
- Preclinical mandatory of specialty - 33 credits
- Clinical mandatory of specialty- 163 credits
- Mandatory of specialty- 33 credits
- Mandatory of scientific skills- 12 credits
- Mandatory of clinical skills – 20 credits

Free elective courses: 30 credits, from which student has ability to choose a practice in clinic- 10 credits and/or medical scientific work- 10 credits, remaining credits should be accumulated with elective training courses. 1 credit = 25 academic hours An academic year is : 42 weeks. Duration of terms: 21 weeks (which includes: training -15; sessions -4; additional exams -2). VII, VIII, IX, X, XI, XII terms - curatio training system

The content of the courses within the program follow the recommendations of the medicine sector benchmark statements so the learning outcomes are consistent with the qualification. There is some level of integration of science, human sciences and clinical practice across the program from semester one. Integration and basic sciences and clinical knowledge is achieved by collaboration between different stakeholders to match topics and their relevance in physiology, biochemistry, anatomy, histology and psychology. This is reflected in the different learning and teaching methods adopted including:

- Verbal / Oral method (interactive lecture)
- Online interactive lecture;
- PBL (Problem Based Learning)-Team Building;
- Lecture-presentation;
- Lecture/ Seminar press-conference;
- The method of working on the book;
- Practical methods
- Discussion/Debates
- Methods of demonstrating.
- Lecture,
- Practical classes,
- Seminars including clinical-case based learning integration
- Recognition of credits for clinical practice
- Anatomy – 3D models and phantom, models
- Trained in histology by students using a microscope, with preliminary instruction by the tutor where slides from the teaching microscope are displayed on a screen so students know exactly what to look for.
- Oral presentations

The *University Geomedi* is a teaching university with limited opportunities for research, but research skills and evidence-based medicine is part of the programme, so there is evidence of the

up to date research findings being incorporated into the curriculum. The range of different types of academics and stakeholders are involved in the discussions and development of the program. Research skills are taught as credit-bearing courses in for academic writing, research skills elective course, evidence-based medicine - theoretical research and not for all. Students are encouraged to take part in the presentation at conferences, e.g. those organised by the *University Geomedi* on a twice-yearly basis.

The medicine program maintains a close scrutiny of student attendance both on the university campus and in the partner providers of clinical learning in the clinics. The medicine program follows a logical progression in terms of the learning and teaching within the university and clinical practice.

The quality assurance of the student experience, particularly on campuses which are remote to the University Geomedi, i.e. the clinics, is important to assure the integrity of the medicine program. Therefore, it is essential for the university to continue :

- their monitoring of student attendance,
- Student satisfaction with the placement learning
- Students' knowledge and skills competence through rigorous assessments.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- The System of development, implementation and evaluation of Bachelor Degree and Master's Programs,
- One Step Educational Program for MD (minutes of meeting of academic council N10, 27.10.2017, Rector's order M86, 27.10.2017)
- Web-site

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.3 Course

- Student learning outcomes of each compulsory course are in line with programme

<p>learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;</p> <ul style="list-style-type: none"> ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The medicine program documentation and the discussions with the various stakeholders would indicate that the different courses have the appropriate and corresponding learning outcomes and they are tested according to the learning outcomes. The level and depth of complexity of the courses increases as the students' progress through the program, so they follow the national higher education qualification framework. Since the courses have different numbers of credits this is reflected in the number of hours of teaching and study, and the expectations of students for independent study. As with all medical programs, the number of hours of clinical practice time is longer for each of the ECTS credits. Although we were informed that learning outcomes were mapped to the assessments, and it was assumed that given the in-course assessments and end of course examinations, that all learning outcomes are assessed.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report • Interviews with Stakeholders • One Step Educational Program for MD (English) • Syllabuses Curriculum and outcomes Map • The System of development, implementation and evaluation of Bachelor Degree and Master's Programs, • One Step Educational Program for MD, enclosure (minutes of meeting of academic council N10, 27. 10.2017, Rector's order N2 86, 27.10.2017)
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • To provide colleagues with opportunity to meet medical educators at conferences for the sharing of good practice • To ensure any online reading materials which are recommended are accessible to students
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes 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>

Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills

Programme ensures the development of students' practical, scientific /research / creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

Medicine is both a theoretical discipline and for those who wish to practice medicine as a doctor, they need also to gain the practical skills of examinations, clinical procedures and clinical communication. The infrastructure of the medicine program has taken this into consideration and they have well-equipped clinical skills laboratories on the *University Geomedi* campus and access to clinical skills laboratories at the partner clinics.

The *University Geomedi* has memorandums off agreement with the clinics who take their students on clinical placement, and in those documents are details of the expectations for clinical learning and teaching. The students give feedback in surveys on their experience in the clinics, but it was unclear as to what happens if a clinic is not providing the education and training needed, and the quality assurance mechanisms to sort out the problems. This is a new program, so it is appreciated that the efficiency of these mechanisms takes time to be fully established and clear.

Clinical skills are taught at the university campus, and in practice by the affiliated academics in the clinics and when the students perform the skills they are given immediate feedback on their performance. The program practice component is organized and planned so that students are able to achieve the learning outcomes in terms of knowledge and skills.

According the program student has research skills courses which are divided between different disciplines: Academic writing – 5 credits, Evidence based medicine – 3 credits, Scientific research methods – 4 credits. The university organize 2 time in year scientific research student conferences. However, the involvement of students in research project needs to be increased as there is limited availability for students to engage in research as this is a teaching university. The university has structure and rules for financing some student project grants, but it is not fully functional. University teacher has possibility to attend the conferences, also the head of quality assurance prepare the “evaluation results of academic/affiliated personnel scientific activities”. according this rules evaluation will be carried out one time in 3 years and if academic/affiliated person participate scientific activities bonus will be issued by university.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- Contracts with clinics for placement learning
- Syllabus

Recommendations:

- To ensure that the mechanisms for the quality assurance of the clinical training in the clinics is clear and transparent in terms of feedback and dialogue between all stakeholders – academics, students and professional colleagues responsible. With any problems there is decisive actions which is reported and an audit trail to assure compliance.

Suggestions for programme development**Best Practices (if applicable):****In case of accredited programme, significant accomplishments and/or progress****Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

Descriptive summary and analysis of compliance with standard requirements

The visiting team on behalf of the NCEQE were able to meet a variety of different academics who are responsible for the learning, teaching and assessment of the medical students. It was clear that there were many group discussions, where colleagues worked together on the integration of the different subjects, using case-based learning. Methods used reflected the learning materials, albeit some of the methods older. Anatomy appeared to be taught in a classroom, and we would advise that the program investigated the variety of other ways in which anatomy can be learned. The academics use small-group work which could be expanded further in the university campus. We particularly liked the way in which the histology was taught using microscopes on on-screen observation of what student were intended to visualize when they looked down their own microscopes. The clinical skills were initially taught with students practicing on one another and the use of mannequins.

The students on this program are from another country, but from conversations with them, it would appear that there is no problem in terms of culture and the learning environment. They are given courses in Georgian language to assist with their integration into the country, and to help with communication with Georgian peers, clinic employees and patients. As everyone is so happy at *University Georgia* the visiting team was unsure whether the students were happy or just very loyal. They appeared to be content with the methods for learning medicine – with respect to the flexibility of learning methods, this was an issue which was difficult to judge. What was clear was the different types of methods used which evolved as the students progressed through the program.

The different education methods for medical education are slowly being introduced and this is to be praised. But it is clear that there is considerable work to be done in faculty development in terms of problem-based learning and OSCE examiner training, and assessment item-writing (writing single best answer questions, OSCE stations) is needed for them to excel. Therefore, it would be advisable for the *University Geomeđi* to expand the number of experts they are collaborating with, in order to gain expertise in these methods, and provide colleagues with opportunity to meet medical educators at conferences for the sharing of good practice.

The program has implemented with student-oriented teaching-learning methods, considering individual approaches to students (f.e. their academic attainment and etc ...), are created individual education plans. During the training process, a particular attention is paid to the guidance by proactive training methods.

According to the provided syllabus the main methods which are used during the learning course:

- lecture - Verbal method (interactive lecture);
- Online interactive lecture
- PBL (problem based learning)
- Lecture-presentation;
- lecture / seminar- press conference;
- Working with textbook;
- Practical methods;
- Discussion / debate;

Each syllabus contains various learning/teaching methods, but it was not clear how professors decide which methods are more useful for different specialties. A teaching plan is prepared, and although it seems that this is mapped to the Benchmark document and it does not reflect the real picture of the program.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- The educational process regulations (minutes of meeting of academic council N10, 27.10.2017, Rector's order N286, 27.10.2017)

Recommendations:

- Each course syllabus to provide the methods which is most useful according to specialty discipline.

Suggestions for programme development:

- To increase further integration between basic subjects for example anatomy, physiology, cytology and histology and clinical sciences.
- To expand the number of expert collaborators to gain expertise in medical education methods.

Best Practices (if applicable):

- The use of on-screen showing of microscopy to guide students in their learning and

practice in histology

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- X Partially complies with requirements
- Does not comply with requirements

2.6. Student Evaluation

Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.

Descriptive summary and analysis of compliance with standard requirements

There was and continues to be, dialogue between academics within a group involved in the learning and assessment of the courses to contribute to the development of the medicine program. It would have been helpful to hear more about how the academics were trained in marking of students' work and the quality assurance mechanisms for the assessment process. The knowledge, skills and competences expected of the medicine graduates are tested using a variety of methodologies appropriate for the learning, and consistent with the learning objectives and learning outcomes as defined in the curriculum documents. The program also demonstrates academic progression in terms of knowledge and skills complexity as student proceed through their studies which is in accordance with the National Qualification Framework and benchmarks for medicine. For the assurance of consistency of the assessments, it would have been good to have seen examination blue-prints (where the questions were mapped to learning outcomes). An area for development in many of the medical schools in Georgia is the application of standard setting methods for competence-based assessment

Students are assessed by in-class with quizzes and written assignments, and practical tests, oral presentations and students and academics are aware of expectations therefore we believed there to be transparency in the assessment process. However, it was unclear as to: (a) whether there was a second evaluator for marking students' work and (b) the appeals process if a student feels the marks awarded is unfair. The program and its courses were under constant review and information for development has arisen from discussions with colleagues and students as well as the student outcomes in terms of their marks.

Direct and indirect forms of assessment are utilised; in-course assessments are marked and returned the following week. The end of course assessments are delivered online in the examination centre and are generally single-best-answer formats and assessment items are analysed whereby bad questions are excluded. At the end of the online examination, students are given immediate

electronic feedback on how they performed - This is great for the students' learning, but a security risks with respect to the question bank by students 'learning' questions and passing on information to subsequent academic years (if the program leads want to use those questions again). The faculty has a question bank where items were obtained from the US-Medical Licensing Examinations – this is an area for development so that the academics produce content-valid and reliable assessment items.

Feedback to students occurs in the following formats

- online feedback into students' journals
- Available for student-staff meeting to discuss
- Times for consultations
- Can discuss the questions clarity / difficulty

If a student fails an assessment they have opportunities to re-take the assessment and remediation is provided to help them improve. It was unclear as to the appeals system and whether the program used second evaluators, if they do not then this is an area for development. Likewise, the use of external examiners, whereby academics from other medical schools evaluate the program in terms of content, assessment and student progress to assure equivalence of standards.

The clinical skills assessments happen mainly in the clinical placement where they are observed and given feedback on performance. The head of Programs and the Dean discussed the issue of OSCE, and from discussions with other stakeholders, it would appear this is an area for development which is to be encouraged. The NCEQE team were informed that academics at the *University Geomedi* are collaborating with colleagues at the Tbilisi State University and the Tbilisi Medical Academy for training in the use of medical assessment technologies. It was good to learn that the assessments of the two medicine programs (English and Georgian) were identical. What was not clear was whether they were taken at the same time as this is an area of risk with respect to assessment item security, and thus the integrity of the examinations.

The assessment and defence of dissertations and thesis is not applicable for the medicine program.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- The educational process regulations (minutes of meeting of academic council N10, 27.10.2017, Rector's order N286, 27.10.2017)

Recommendations:

- To ensure a transparent process for second evaluators to assure that marking is fair and defensible.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
 X Substantially complies with requirements
 Partially complies with requirements
 Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		X		

3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

3.1. Student support services

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

Descriptive summary and analysis of compliance with standard requirements

The student support services at the *University Geometri* appeared to be well-developed with respect to the support for studies, social and pastoral care. In fact, everyone was so happy the NCEQE team considers that they are either: (a) doing a very good job, or (b) the students and staff are very loyal to their university. Examples that were given by staff and students included:

- Additional tutoring hours for students who feel there are problems as well as on-line tutoring available
- The evaluation of workload model for academics includes student support
- There is a close relationship between university and the students, so any problems are easily resolved. The Dean, Head of programs and academics appear to be readily available to listen to issues and as this is a relatively small institution, any problems are

resolved rapidly

- Student Attendance monitoring for their studies means that the faculty can identify potentially failing students
- Students stated that the Head of Student support activities was proactive in facilitating and helping them with social activities
- For the overseas students there is an India coordinator and there is Indian food available in the hostel
- Integration between the Georgian and Overseas students through various activities (excursions, sports, social activities)
- Two scientific conferences each academic year, and there are prizes as incentives for student engagement – an overseas student won first prize at the last conference
- There are limited funds available for staff and students to attend international conferences.

With respect to the integration of National and International students, the overseas students are given courses in the Georgian language and culture to aid their integration into the Georgian society. Although some may initially have personal issues connected to Georgian culture, the students on the two programs (Georgian and English) are very friendly and there does not appear to be problems. Georgian students help the overseas students, especially when they are on clinical placement. With respect to International exchange opportunities for students, the *University Geomedi* admitted that this is an area for development and they were investigating possible partners in Georgia, Germany and the USA. They readily admitted that they wanted these exchanges to be genuine and not simply a paper exercise which is praiseworthy.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- Syllabus
- Student relationship service regulations (minutes of meeting of Academic Council N09, 30.08.2016, Rector's order N175, 02.09.2016)
- Statute of the Faculty of Medicine (minutes of meeting of academic council N012, 27.11.2017, Rector's order N308, 27.11.2017)
- Consultations Timetable
- Web-site

Recommendations:

- The Faculty of medicine is encouraged to investigate International partnerships for students and academic exchange opportunities, and to ensure that the resources are available for this to be both viable and sustainable

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

NOT APPLICABLE TO THIS PROGRAM

Evidences/indicators**Recommendations:****Suggestions for programme development:****Best Practices (if applicable):****In case of accredited programme, significant accomplishments and/or progress****Evaluation**

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

NOT APPLICABLE

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them		X		

4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

4.1 Human Resources

- Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Descriptive summary and analysis of compliance with standard requirements

The number of colleagues involved in this program is 80, from which only 22 are affiliated professors (professor -9, associate professor 7, assistant professor 3, assistant 3) and ratio between affiliated and invited person is 22:58. In the last year, the overall loss of staff, i.e. the number of retired staff, the number of people who left the institution (n = 27) versus the number of new staff (n = 14).

Retention rate of invited staff (for last 5 years) has increased: number of retired staff and number of people who left the institution (n = 6) and the number of new staff (n = 51)

As regards the competence of personnel, an evaluation of the curriculum vitae it is difficult to understand the real situation, because some CVs need to be updated. For example, information has not been updated since 2011. Likewise, it is difficult to analyze the research potential of academics as not everyone provided the information about research projects or activities. From information which are provided by university the citation index of professors is very low and most of them have articles published in Georgian journals. There are clinically qualified affiliated staff who have dual contracts with their clinics and the *University Geomedi*. They were part of the groups involved in the development of the medicine program. It remained unclear as to the relative numbers of staff.

The staff on permanent contracts were selected according to teaching experience, clinical specialty and their research interests as the *University Geomedi* would like to expand the research in the medicine faculty. The contracts for invited staff are renewed each semester, and their salaries are based on contact hours, with the colleagues seeing their association with *University Geomedi* as being kudos. The procedures for selection invited staff were not as clearly defined as for the affiliated and permanent academics. Several reasons were offers as to why they wanted to work here which included:

- Flexibility for hours and work
- *University Geomedi* is Developing fast
- Students are enthusiastic and great to teach
- *University Geomedi* provides opportunities for collaboration for continuing their personal

<p>interests</p> <p>The main concern with the significant numbers of invited staff is the potential risk to the medicine program owing to the fluidity of the contracts, particularly if they are involved in significant courses which could affect the sustainability. There is clear steer and transparency with respect to workload models for the different types of staff contract.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report • Interviews with Stakeholders • One Step Educational Program for MD (English) • Statute of the Faculty of Medicine (minutes of meeting of academic council N012, 27.11.2017, Rector's order N308, 27.11.2017) • Personal records of academic/ invited administrative personnel • Staff work patterns References on workload from other higher education institutions • System of development, implementation and evaluation of Bachelor Degree and. Master's Programs, and One Step Educational Program for MD, enclosure N1 (minutes of meeting of academic council N10, 27.10.2017 Rector's order M8 6, 27.10.2017)
<p>Recommendations:</p> <ul style="list-style-type: none"> • To increase the number of affiliated staff and reduce the numbers of invited staff to ensure the longevity of the medicine program • To look to attract more international professors as affiliated colleagues to augment the University Geomedi profile, and promote further international collaborations. This in turn should have a favourable effect on the research outputs of current professors.
<p>Suggestions for programme development:</p>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements X Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>4.2 Professional development of academic, scientific and invited staff</p> <ul style="list-style-type: none"> ➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis; ➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
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Descriptive summary and analysis of compliance with standard requirements

The Dean and her Senior Management team are aware that medical education has become a discipline in itself and have engaged with National and International experts to advise on the developments of the medicine program and this is to be commended. The use of the US Question Banks for online assessments is to be praised, as is the decision to introduce Objective Structured Clinical Examinations (OSCE). It was suggested that the assessment of skills competence would use a 4-station OSCE which should be revisited for it would be advisable to take advice on the number of station and length of examination to assure assessment reliability and validity. From discussions with colleagues, it was clear that they are open to there being faculty development in:

- learning and teaching methods,
- writing of single best answer question items for online assessment
- OSCE station writing
- OSCE examiners trained to be competence in this type of assessment.

These were helpful discussions and we would encourage the Faculty of medicine to expand their skills in this area, for there are community of medical education is so willing to share knowledge and expertise.

Decisions regarding promotion are made by the Board of the University. There is now a system for evaluation and promotion of academics which can lead to financial reward. These include authorship of research papers, books and monographs, attendance and presentation at conference, obtaining scientific grants, exchange programmes and involving students in research project.

Decisions on promotion are also made around years of experience in teaching, student opinion from the quality assurance surveys This is calculated on a points system – so fair and equitable and this includes methods for promote and motivation, e.g. financial rewards, but this is a new system which has only in operation for the last 6 months.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- Evaluation of the quality of teaching, internal and external mechanisms (minutes of the meeting of Academic Council N10, 27.10.2017, Rector's order M86, 27.10.2017)
- Memorandum with the Center of Education initiatives

Recommendations:

- Dean and Senior Team of the Medical program continue to work with, and expand the pool of medical education experts to advise on the development of the program in terms of learning and teaching methods, and assessment methods. It will also help to ensure compliance with the new revised standards for medicine because your academics (clinical and non-clinical) are receiving regular training in medical education
- All OSCE examiners need to be trained in this type of assessment to assure the process is both reliable and valid.

Suggestions for programme development:

- A recruitment drive is highly recommended for OSCE examiners to ensure adequate numbers are available.

Best Practices (if applicable):

- The Dean and Senior Team of the Medical program are to be commended for seeking out medical education experts to advise on the development of the program.

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

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The newly established medicine program has developed rapidly and is responsive to issues around medical education delivery. Since this is a relatively small institution, decisions to augment the education delivery can be agreed quickly. Students are provided with orientation of facilities used in learning and teaching, as well ensuring they have internet access both on the campus and remotely.

The Visiting NCEQE team were very impressed by the clinical skills facilities in terms of models and viewing chambers for observation of clinical skills. The clinical skills laboratories are equipped appropriately so that students are able to learn the skills before entering the clinical setting and contact with patients. Students also have use of the clinical skills laboratories at the clinics where they are taught.

There was variability in the 'age' of certain laboratory facilities, where for instance the chemistry laboratories were rather out of date. But the use of up to date connectivity between tutor microscope for display on screen to train students in microscopy was very acceptable.

The pathology laboratories and the methodologies for student (in rows) to learn anatomy could be improved by the expanding of the facilities and greater access to interactive and small group work. The seminar rooms were variable, with some new with modern 'Smartboards' and other again in need of modernization.

A conference room that we viewed, both at the university campus and the Regional Hospital visited were both airy and welcoming with capacity for student learning. To get an idea on plans

for the proposed medical clinic, we observed the dental clinic facilities used to teach students.

The elevator system is a good investment to assure that students with a physical disability have access to the learning facilities.

With respect to the library resources, the medical students have access to learning materials (books and journals, databases) both on campus and by remote access using their user name and password. However, whilst there is access to modern literature and medical developments through databases, some of the journal articles are not freely available. Therefore, the academics would be wise to ensure that any reading materials recommended to students are available so as not to worry students.

With respect to the library and learning resources, much of this is available online so students are able to access learning materials remotely. The library management contacts academics regarding review of library stocks and databases, and surveys them on preferences for purchasing. We were informed that some books are photocopied to be available for loan or use in the library and whilst we were assured that there were no copyright issues, this is an area for investigation to ensure compliance with International Copyright Law. The medical journals are mainly online access with around 20% in English and the remainder in the Georgian language or in Russian. It was unclear as to how many medical journals were available in English. It was agreed that the library facilities in terms of books and access to journals and in need of review and be updated and assure longevity and fit for purpose. But we were assured that students were able to have access to current library resources remotely. Whilst it is appreciated by the visiting team that medical textbooks and journals are very expensive, nonetheless for the reputation of the *University Geomedi*, it would be worthwhile making a thorough review and expansion to these resources which is needed.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- Statute of the Library (minutes of meeting of academic council N08, 04.08.2017, Rector's order N190, 04.08.2017)
- Documentation of purchasing (see in accountancy)
- Contract with Innovative Systems Management LLC on electronic database EBSCO package
- Students survey results.

Recommendations:

- To update the laboratories and library with textbooks and available journals including access online for enhancement of the student experience

Suggestions for programme development:

- Greater clarity needed around the library budget allocations to expand the faculty of medicine, with a more transparent system in the selection and allocation of resources

Best Practices (if applicable):

- Learning resources are available to students both in the university and as remote access.

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

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

4.4. Programme/faculty/school budget and programme financial sustainability

The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.

Descriptive summary and analysis of compliance with standard requirements

The main sources of funding for *University Geomedi* are from student fees and State grants. Other funding arises from commercial activities such as rental of buildings and facilities, and a small income from the Stomatology clinic.

The gross budget is allocated according to student numbers (3500 GEL per Georgian Student and US\$3500 per overseas student). We believe that this budget is top-sliced to pay for the salaries, infrastructure and insurance, then the residue is allocated to Faculty. However, it was apparent that the Dean and senior team of the Faculty of Medicine do not have autonomy with respect to the budget. Therefore, they are expected to request funds as needed from the Head of Finance, who then makes the final decision on use of funds.

With respect to research and staff development, we were informed that there was a budget allocation for academic staff and students to attend conferences, but the system of allocation remained unclear. It was shared that around 20% of the university's income was profit which was reinvested into the university for developments. However, as the details around the formula for how financial resources are allocated is unclear, it was difficult to ascertain whether the in the budget for the medicine program (a) economically viable, and (b) effective in being able to implement the core activities of the Faculty as laid out in the university's strategic plans.

Funding for library and scientific research project is rather low: – 1.5%, training material – 0.75% of income

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- Faculty budget details

Recommendations:
Suggestions for programme development: <ul style="list-style-type: none"> • That the <i>University Geometri</i> ensures that there is financial analysis system, for the allocation revenues and expenses to profit and cost centres respectively, and would suggest great autonomy to Deans is needed for budgeting and activities • That a profitability analysis is undertaken in order to demonstrate transparency in financial management and reports, for effective decision-making at faculty level.
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes 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>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		X		

5. Teaching quality enhancement opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development on a regular basis.

5.1 Internal quality

Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

The self-evaluation report for the NCEQE visit was written with a variety of aseismic and professional services stakeholders.

The visiting team on behalf of the NCEQE met the senior leadership of the Faculty of medicine, include the Dean, head of programs and the head of quality assurance, together with academics who teach on the program and the medical students. It was clear that students are surveyed regularly, and the questionnaire which was previously paper-based, is now administered online and completed prior to their examinations in the examination centre. The surveys are used to assess the strengths and weaknesses of the medicine program – the results of the survey are evaluated, reported and discussed. Negative feedback from the students in these surveys is taken seriously, and modification made according to problem, e.g. faculty development is offered to help (one member of staff was dismissed because of persistent poor feedback in surveys). There is a system for reviewing the teaching performance of academics. The quality assurance also takes into consideration both the student attendance and teacher attendance and punctuality.

Students from the Student Self-Government are also members of the Faculty council and able to provide the academics with feedback on the program, and to raise concerns regarding the university and issues of their studies.

Academic/invited staff, and students complete anonymised evaluation surveys as part of an internal quality assessment, then the results are considered for further development and improvement of the program. Likewise, student ranking in terms of the academic achievement by midterm score, final exam result are also considered as part of the quality assurance process. We were informed that results were used as part of the analysis of the program as a means of promoting continuous improvement. However, it remains unclear how all these results are disseminated and used for improvement so a clear method of closing these feedback loops would be advised

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- Program Evaluation Instruction and computation Assessment Instruction,
- Evaluation of the quality of teaching, internal and external mechanisms (minutes of meeting of Academic Council N10, 27. 10. 2017, Rector's order N286, 28.10.2017)
- System of development, implementation and evaluation of Bachelor Degree and Master's Programs, and one Step Educational Program for MD, enclosure N1 (minutes of meeting of Academic Council N10, 27.10.2017, Rector's order N286, 27.10.2017)
- The results of application / questionnaire
- Provision of Quality Assurance Service (Academic Council Protocol # 10, 27.10.2017, Rector Order # 286, 27.10.2017)

Recommendations:

- To develop further the methodology of analysis the data taking from student, academic staff and administrative staff for program evaluation and development.
- To assess not only academic staff, but also to evaluate performance of the administrative staff.

Suggestions for programme development:

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p>X Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

5.2 External quality
Programme utilizes the results of external quality assurance on a regular basis.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The medicine program was accredited and evaluated by the experts from NCEQE in 2013. In developing this program, international professors from USA and Germany have evaluated and provided advice on changes for a more integrated curriculum for medicine. The Dean and head of program are working also with professors from Tbilisi State University, who are assisting in the faculty development and training of academics. The <i>University Geomedi</i> does not use external examiners so there is no clear steer regarding a comparison of the levels of competence of medical graduated compared with their peers at other Georgian medical schools.</p> <p>The medicine program (English) is a new program and so having started from a ‘blank sheet’ have used the national sector benchmarks for medicine and the sector benchmarks to design the program. There are areas which require some attention such as the application of medical education methodologies in learning and assessment, but the program team and the Dean are aware, and working with national and international experts to gain the required expertise and this is to be encouraged.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report • Interviews with Stakeholders • One Step Educational Program for MD (English) • Annual Report of Accreditation
<p>Recommendations:</p> <ul style="list-style-type: none"> • To assure the faculty development for the application of medical education methodologies in learning and assessment, • To invite more national and international experts to assure equivalence of competence of the University Geomedi graduated with their Georgian peers.
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- X Partially complies with requirements
- Does not comply with requirements

5.3. Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

From the SER and meetings with the various stakeholders, the program monitoring and evaluation is carried out by quality assurance department, using monitoring work plan for the development, implementation and assessment system the bachelors, masters and one-cycle educational programs. Improvements in study process are planned according to research results. Program evaluation is carried out by instruction of the Sector skills outcomes monitoring – where the outcome has positive assessment (very good, good), or where program needs modification if the result is satisfactory or negative.

Monitoring of MD program specialty skills achievements carried out at the end of program using the following criteria:

Each specialty competence and all other vertical and horizontal competences are evaluated at the end on every study year. each evaluation is individual (ref. competence assessment list).

- a) 3 points – 70-100% of students registered on the study course for one competence result during single year has been graded A
- b) 2 points – 30-69% of students registered on the study course for one competence result during single year has been graded B
- c) 1 points – 10-29% of students registered on the study course for one competence result during single year has been graded C

Each specialty competence and all other vertical and horizontal competences are evaluated at the 6 years. each evaluation is individual (ref. competence assessment list).

- a) 3 points – 70-100% of students registered on the study course for one competence result during single year has been graded A
- b) 2 points – 30-69% of students registered on the study course for one competence result during single year has been graded B
- c) 1 points – 10-29% of students registered on the study course for one competence result during single year has been graded C

Program can be evaluated at the end of 6th study year with the following criteria:

1. 165-210 points – very good
2. 120—164 points – good
3. 70-119 – satisfactory
4. less than 70 points will be counted as negative.

The medicine program (English) has not yet graduated its first cohort of medical students – this will happen in 2019. Whilst delivering the program, there have been changes in the national standards for which all Georgian medical school must demonstrated compliance by January 2019.

The *University Geomedi* appears to have been making changes in response to the review of the learning, teaching and assessment, which happens from discussions with academics and the outcomes of feedback from student surveys. The Dean, head of programs and academics are aware that there are new medical education methods available for learning and assessment and are in the process of adopting this method. However, it is clear, that whilst they have external international experts assisting them, they need medical educators to help them with the clinical assessments like OSCE.

With regards to peer observation of academics in practice of teaching, it was unclear as to the extent to which this happens.

Students are assessed in-course and by end of course examinations for their compulsory components and the course itself is mapped against the sector benchmark statements.

There is definitely a need within this university and country-wide for there to be an external examiner process for assuring equivalence of diplomas awarded across the sector.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English)
- The System of development, implementation and evaluation of Bachelor Degree and Master's Programs, and one step Educational Program for MD, enclosure N1 (minutes of meeting of Academic Council N10, 27.10.2017 Rector's order 286, 27.10.2017)
- Statute of Quality Assurance Service (minutes of meeting of academic council N10, 27.10.2017, Rector's order N286 , 27.10.2017)

Recommendations:

- To develop more accurate mechanism of monitoring the program by the use of external examiners as well as second evaluators to quality assure the assessment of students in knowledge and skills

Suggestions for programme developments

Best Practices (if applicable):

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

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities			X	

Enclosed Documentation (If Applicable)

HEI's Name: Teaching University Geomedi

Higher Education Programme Name:

One Cycle Educational Program for MD (English language program)

Number of Pages of the Report: 40

Programme's Compliance with the Standard

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

Expert Panel Chair's

Name, last name, signature

Professor

Olwyn

Westwood



Expert Panel Members'

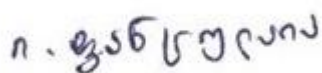
Name, last name, signature

Associate

Professor

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Pantsulaia



Name, last name, signature:

Nika Gvazava

