განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Final Report on Tbilisi Open Teaching University Authorization

Expert Panel Members

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Co-Chair: Chris Stephens, Emeritus Professor, University of Southampton, United Kingdom

Members:

Ketevan Aptarashvili: East European University, Georgia

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Irakli Gagua: Gagua Clinic, Georgia

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Tbilisi

2018

Authorization Report Resume

General information on the educational institution

Tbilisi Open Teaching University was founded in 2002 as a limited liability company. It currently has four schools (law, humanities and social sciences, business and medicine). Of the 32 programmes (including 18 at Bachelor's and 11 at Master's level) that have been accredited, only 15 are currently offered by the University.

The University has 882 active students on Bachelors or Masters programmes, and 365 active international students. The University employs 308 staff of whom 264 are academic, scientific or invited staff and 44 are administrative and support staff. 50% of the academic staff are affiliated to the University.

Brief overview of the authorization site visit

The University's Self-Evaluation Report (SER) was received by the NCEQE on 01.06.2018, and the evaluation panel, consisting of six members, was appointed on 04.09.2018. The site visit took place from the 9th to the 11th of October during which the panel had 21 meetings with staff, students, alumni and employers. The panel also inspected the University's classroom and other facilities, including its library and laboratories, and two members of the panel visited one of the establishments that will be used, in the future, for clinical placements.

In conducting this review, the panel was conscious of the fact that Tbilisi Open Teaching University (TOU) had recently moved to a new campus, and that it intends to expand and diversify its provision, most significantly by moving into the fields of medical and dental education.

Summary of Recommendations

- The University should take whatever action is necessary to secure the sustainability and critical mass of those administrative departments that are crucial to the institution's operations.

- Review the University's approach to quality assurance (and specifically its reliance on survey methods) alongside the range of approaches adopted by institutions in the European Higher Education Area. The University should also ensure that staff within the Quality Assurance and Strategic Development Service possess the expertise that is necessary for the design and administration of questionnaires, and that suitable arrangements are made for staff and students to contribute to the design of questionnaires and the interpretation of survey results.

- Ensure that the involvement of Heads of Programme in the review of programmes is supported by instructions and guidance.

- Decisions on the cancellation of programmes should take due account of labour market requirements, feedback from alumni and employers, the results of students and alumni satisfaction surveys, consultations with professional associations, and local and international practice.

- The programme specifications and learning outcomes in Medicine and Dentistry must be update and completed.

- There should be staff development on integrated teaching, portfolios and new clinical assessments.

- Ensure that a variety of appropriate teaching, learning and assesment methods suited to the programmes, so that students are monitored and supported during their learning, including the scientific research component, and that all the intended learning outcomes are taught and assessed.

- Develop clear and transparent arrangements for staff recruitment, ensuring that all staff meet the University's defined qualification requirements and appointments are made on the basis of a competitive process.

- Develop a transparent system for the appraisal, remuneration/incentivisation and development of staff based upon the evaluation of employee performance.

- In consultation with academic, affiliated and invited staff, clarify the workload scheme specifying the hours to be spent on the various activities listed in the Staff Management Rule whilst taking into account staff contractual and programme requirements.

- Ensure that the University's regulations, including those relating to the payment of fees, are applied equitably to both Georgian and foreign students.

- Take whatever action is necessary to enhance the supervision of MA thesis preparation, and to ensure that the assessment of theses is rigorous, transparent and fair.

- Increase the number of staff publications in international and foreign language journals.

- Develop transparent procedures with clear criteria for selecting projects and other scientific activities for funding.

- Strengthen the University's internationalization policy by negotiating exchange programmes with European universities, and by developing a workable strategy for attracting foreign staff and securing their involvement in the University's research activities.

- Further encourage students to be involved in research projects

- Ensure the full implementation of the University's sytem for evaluating the scientific productivity of staff, and consider its inclusion as a basis for providing staff development opportunities. With respect to the employment contract for affiliated staff, the University should also consider the inclusion of research performance as a factor in decisions on remuneration.

- Monitor the effectiveness of the Scientific Research Centre.

Summary of Suggestions

- Obtain financial assistance to increase student involvement in exchange programmes with European institutions.

- Monitor the acquisition and suitability of clinical placements.

- Ensure that library staff are adequately prepared for their role in supporting ready for international students.

- Consider a reallocation of funds (as specified by the Strategic Development Plan) in accordance with the needs of programmes and Schools

Summary of the Best Practices

- The University's planning for the establishment of its new School of Medicine, the commitment and leadership of the programme development teams, and the advance allocation of resources to ensure the quality and standard of the new programmes in medicine and dentistry.

- The mapping of the learning outcomes against the Georgian medical standards

Summary Table

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

Signatures of expert panel members

1. Colin Raban (Chair)
2. Chris Stephens (Co-Chair)
3. Kete Aptarashvili
4. Nino Taliashvili
5. Irakli Gagua
6. Ana Mikhelidze

Compliance of the Authorization 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
The 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 The stated mission of Tbilisi Open Teaching University (TOU) is to enable students to develop practical skills and to provide conditions for scientific research that are relevant to the international labour market. The mission statement goes on to commit the University to the creation, within the institution, of 'a multicultural and democratic climate', thereby developing students' sense of civic responsibility and their ability to think critically and creatively. It was apparent to the panel that the University's staff, students and graduates had been actively involved in the development of the mission statement. On completion of this process (in January 2018), the mission statement was approved by the Representative and Academic Senate.
Evidences/indicators • SER • Strategy 2018-2024 • Meetings with staff, students, alumni and employers
Evaluation ☒ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements
1.2 Strategic Development
o   HEI has a strategic development (7-year) and an action plans (3-year) in place. o   HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning o   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 The Strategic Development Plan identifies four goals to guide the work of the University over the next six years. These are organisational development, ensuring the quality of education, internationalisation, and the development of student-oriented activities and

services.   The goal of organisational development will entail action to improve the efficiency of organisational processes and quality assurance, and to develop administrative, human and financial resources. There is an Action Plan for 2018-20 which addresses each of the four goals and their constituent tasks, and which specifies the indicators and timescales for the completion of each task.

The panel considered that the University had developed the Strategic Plan in compliance with the authorisation requirements and that, for this reason, the Plan did not distinguish TOU from other Georgian institutions. However, in its meetings with senior staff, the panel was told that TOU intended to align itself internationally with other 'open' universities, and that the commitment to openness is also an important feature of its management philosophy and its approach to innovation. These and other comments provided a clear indication of the University's vision for the future and of its understanding of the challenges that it will face if it is to realise its aspirations. The University's determination to overcome these challenges was evident in the substantial investment it has made in its new campus and in the creation of its new School of Medicine.

The panel noted that, in developing the Strategic Plan, the University had sought and obtained the full participation of its internal and external stakeholders.

TOU makes significant contributions to social development. In addition to the various events that are organised for its own staff and students, many of which are open to the public, the University maintains an extensive and effective employer network and offers a variety of services to the wider community.   These services include a law clinic and Chinese language classes offered by the University through the agency of the Confucius Institute.

The University has an Action Plan which is based on the four goals and the related tasks in the Strategic Development Plan. The Action Plan itself and the previous year's annual report (which predates the current Strategic Development Plan) provide evidence of the effectiveness of the University's monitoring arrangements.   Final responsibility for overseeing monitoring outcomes lies with the Academic and Representative Senate.

Evidences/indicators

- Meetings
- Strategic Development Plan 2018-24
- Action Plan 2018-20
- One Year Report 2016-17
- Strategic Planning Methodology
- Annex N1.2 Folder N4

Evaluation

☒ 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

- o Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
- o Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
- o HEI's Leadership/Management body ensures effective management of the activities of the institution
- o 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

The University's principal management bodies are the Academic and Representative Senate, the Governing Board, Rector, Vice-Rector and the Quality Assurance and Strategic Development Service. At school level, the management bodies are the School Council and the Dean.

Whilst the Academic and Representative Senate is currently a single entity, the University holds open the possibility of creating, at some point in the future, two separate bodies (an Academic Board and a Representative Council). This seemed to the panel to be a sensible decision given the current size of the institution and the limited range of its provision. Staff at all levels confirmed the significance of Senate in the University's decision-making processes, and as a body to which all staff, including the Rector, are accountable. It was apparent to the panel that the Senate, together with the School Councils, makes an effective contributions to the management of the institution, and that there is an appropriate and clear understanding of the relationships between these collegial bodies, the Governing Board, and the University's senior management, and of their respective roles and responsibilities. Finally, the institution's procedures for election and/or appointment of staff to its collegial bodies and management position are transparent, equitable and consistent with Georgian legislation.

The SER identifies the University's flexible structure as one of its strengths. In recent years, TOU has managed with apparent success a number of significant changes: these include the amalgamation of the Schools of Business and Engineering, the reorganisation of some administrative departments, the creation of the Law and Economics Centre, and the closure of a number of programmes. The University has also made a significant investment in the staffing and facilities of its new School of Medicine in advance of the income that it will gain once students are recruited to the medical and dental programmes. However, the panel was concerned to note the wide range of specialist responsibilities handled by the very small number of staff within the Department of Academic and Administrative Affairs. It is therefore recommended that the University takes whatever action is necessary to secure the sustainability and critical mass of those administrative departments that are crucial to the institution's operations.

TOU has an appropriate set of regulations for the processing of documents and its registry of educational institutions is compliant with current legislation. Senior staff are aware of the major risks facing the University and the institution has a business continuity plan that should enable it to manage these risks.

The University's internationalisation policy commits the institution to a range of actions including the exchange of staff and students, the development of joint academic programmes, summer schools and joint research. The document is comprehensive in its scope, specifying the responsibilities of the three administrative departments (International Relations, Public Relations and Academic and Administrative Affairs) for implementing the

various activities that are listed in the University's policy. The policy concludes with a list of the indicators that should be used to judge the effectiveness of the action taken by the University.

With respect to staff and student exchanges, TOU is a net 'importer' of staff and a net 'exporter' of students. Although the University cooperates with a number of universities in Europe, China, the United States and the Caucasus, the majority of its international students are recruited from Russia, Turkey and Azerbaijan. The panel learned that a large number of these students have been suspended, mainly as a consequence of a change in the regulations governing the payment of fees. The University does, however, offer non-financial support to its international students, and this includes language classes, help in finding residential accommodation and assistance in acclimatising to Georgian life and culture.

Of particular significance for TOU's internationalisation policy is its partnership with Lanzhou University in the People's Republic of China. In December 2016, the two universities signed an implementation agreement for the purpose of establishing a Confucius classroom on TOU's premises. The Confucius classroom has yielded a number of significant benefits for the University, its staff and its students, as well as for the institution's wider community. TOU's association with the Confucius Institute has also provided it with the opportunity to develop relationships with foreign universities with a similar association.

Evidences/indicators

- SER
- Meetings with staff
- Action Plan 2018-20
- Implementation Agreement between Lanzhou University and TOU
- Internationalisation Policy
- Business Continuity Plan
- Regulations for the Formation of Management Bodies of TOU
- Academic and Administrative Affairs Department: Statute

Recommendations:

The University should take whatever action is necessary to secure the sustainability and critical mass of those administrative departments that are crucial to the institution's operations.

Best Practices (if applicable):

The University's planning for the establishment of its new School of Medicine, the commitment and leadership of the programme development teams, and the advance allocation of resources to ensure the quality and standard of the new programmes in medicine and dentistry.

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.2 Internal Quality Assurance Mechanisms

o 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.

- o 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 has developed procedures for monitoring students' academic performance, and for evaluating the quality of its educational programmes and of the services and resources that support them. Students' academic performance is subject to annual monitoring and this provides the basis for the tri-annual review (and, where appropriate, modification) of a programme's learning outcomes. The panel was provided with evidence of the efforts made by the University to involve experts from other institutions in the review of its programmes. The quality of the University's services and of its material/technical resources is evaluated through the completion of questionnaires by staff and students, with the results of these surveys being submitted, with recommendations, to the Academic Board and Representative Senate. The evaluation of programmes is also undertaken by means of surveys which, in this case, involve a wider range of respondents, including employers and alumni who, working through the School Councils, participate in the programme development process.

The panel observed that the University's quality assurance arrangements are heavily reliant on the statistical analysis of survey data, and on the Quality Assurance and Strategic Development Service (QASDS). The panel was informed that QASDS staff have received no specific training in research methods, that the response rates range between 30 and 70%, and that there is limited input from outside the Service to the design of questionnaires.

The internationalisation of quality assurance processes is one of the sub-tasks listed in the Strategic Development Plan. This is complemented by the fact that one of the QASDS's goals and objectives is to promote the University's integration with the European Higher Education Area (EHEA). In view, perhaps, of the staffing limitations of the Service, it seemed to the panel that QASDS had not yet been able to evaluate the University's approach to quality assurance against practice elsewhere in the EHEA.

About 15 medical placements both hospitals and general practice have been identified and visited by the programme lead and quality team, and contracts have been signed for future placements. The quality assurance process for the clinical placements in both medicine and dentistry will need to be developed and carefully monitored. This process must include the use of student feedback questionnaires and student focus groups as well as monitoring visits to the clinics.

Notwithstanding these observations, the panel concluded that there is within the University a genuine commitment to quality enhancement. Both students and alumni confirmed the strength of this commitment.

The panel was satisfied that the University's arrangements for student body planning are appropriate and effective. The planning process entails the collection by QASDS of data on staffing (academic, invited and administrative), accommodation and technical resources. The panel was told that Heads of Programme and School Councils are actively involved in the process and that Senate is the ultimate decision-making body.

Evidences/indicators

- Strategic Development Plan 2018-24
- SER
- Meetings with staff and students
- Action Plan 2018-20
- Quality Management and Strategic Development Service: Statute
- The Methodology for Determining the Student Contingent
- Quality Assurance Mechanisms and Evaluation Rules

• Mechanisms for Monitoring Management Effectiveness
• Folder N6

Recommendations:

Review the University's approach to quality assurance (and specifically its reliance on survey methods) alongside the range of approaches adopted by institutions in the European Higher Education Area. The University should also ensure that staff within the Quality Assurance and Strategic Development Service possess the expertise that is necessary for the design and administration of questionnaires, and that suitable arrangements are made for staff and students to contribute to the design of questionnaires and the interpretation of survey results.

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3. Observing Principles of Ethics and Integrity

- o HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.

- o Institution has implemented mechanisms for detecting plagiarism and its prevention.

- o HEI follows the principles of academic freedom.

Descriptive summary and analysis of compliance with the standard component requirements

The University's Code of Ethics sets out some basic principles and the ethical standards to be observed by staff and students. There is also a code of conduct, and information on the University's disciplinary arrangements. Staff and students confirmed that the Code is publicly accessible; staff also confirmed that the application of the Code is universal (governing the conduct of all members of the institution, including the Rector) and is overseen by Senate.

The University has implemented mechanisms for detecting and preventing plagiarism. The relevant part of the Code of Ethics provides a definition of plagiarism, information on citation and referencing, and explanation of the institution's arrangements for detecting and prosecuting offences, and the penalties that are to be applied when an act of plagiarism has occurred. These procedures apply to staff as well as students.

The University's Action Plan for 2018-20 suggests that TOU's approach to the detection and prevention of plagiarism is still in the process of being implemented. For example, the University has yet to acquire software for the detection of plagiarism and there is a need for continuing action to raise awareness, in part through the implementation of a training module. Although the panel was informed that the incidence of plagiarism is high, it was concluded that, on the basis of the panel's scrutiny of a small sample of theses, there is scope for greater vigilance on the part of staff when they come to assess student work. (See Section 3.3 and 6.1, below)

The SER and senior staff affirmed the University's commitment to academic freedom and this was confirmed by academic and invited staff.

Evidences/indicators

- • SER
- • Meetings with staff and students

- Code of Ethics
- Student dissertations
- Action Plan 2018-20

Evaluation

☒ 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.

Descriptive summary and analysis of compliance with the standard component requirements

The university has developed mechanisms for planning, implementing and developing educational programmes, and these are defined in the regulations governing the elaboration and implementation of programmes.

The panel's meetings with staff revealed that QASDS, employers, Heads of Programme, lecturers, graduates, students and the Deans are all involved in the design and development process. The panel also learned that programmes are developed in response to labour market requirements with research and data processing being carried out by the QASDS whose report and recommendations are submitted to Senate. The programme team then modifies the programme and submits it to the School Boards and to Senate for approval. However, in its meetings with staff, the panel was told that there are no clear guidelines, with reference to international practice and the qualifications framework, for programme planning and self-evaluation. It appeared, instead, that QASDS surveys serve as the primary instrument for programme design and development. There is also some involvement of partner universities, both within Georgia and further afield, in the programme evaluation process.

TOU has recently closed 17 of its 32 accredited programmes mainly on the grounds that there had been a decline in the level of demand from potential students. However, a wider range of issues was revealed by the surveys undertaken by the University. These include discrepancies between programme objectives and learning outcomes, inadequate learning resources and a failure to meet labour market requirements.

If a programme is to be cancelled, TOU gives due consideration to the interests of the students on that programme. They are offered, through the mobility scheme, the opportunity to complete an alternative programme and, if a student wishes to continue to study at a different institution, the University can create an individualised programme of study to facilitate his or her transfer to the other institution. In recognition of the subjects that a student has passed, the University issues a statement of credit that is agreed with other institutions.

The School of Medicine has been in existence since 2017 as a separate school. The latest

medical program in English was approved in April 2018. A modified update of modules was provided in August 2018. TOU use the program outcomes on basic medical education based on the new Georgian criteria developed by TUNING/MEDINE project that conform to the framework of European qualifications.

There are still opportunities to make the new curriculum exciting, innovative and further developed the skills of lifelong learning by perhaps introducing project work, more choice and a focus on areas of national priority such as mental health and care of the elderly. The new 2018 Medical program will broadly meet the outcomes of the 2019 national curriculum once the latest program specification is finalized, but it is all on paper and needs to be tested in practice when the first students start next year.

Though it is not fully included in the Strategic Plan there has been planning at TOU for the new curriculum. There is a strong leadership team with innovative ideas and a major focus on change management and staff development. The teachers we met both scientist and clinicians had all contributed to the development of the curriculum. They met regularly as a team to discuss and develop the integrated modules

Evidences/indicators

- Student, alumni, employer satisfaction surveys and analysis
- academic process regulatory rule;
- Rule of elaboration and implementation programs
- Academic and representative senate order#85 (01.08.2018)
- Meetings with staff

Recommendations:

Ensure that the involvement of Heads of Programme in the review of programmes is supported by instructions and guidance.

Decisions on the cancellation of programmes should take due account of labour market requirements, feedback from alumni and employers, the results of students and alumni satisfaction surveys, consultations with professional associations, and local and international practice.

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2 Structure and Content of Educational Programmes

o Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted

o 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.

Descriptive summary and analysis of compliance with the standard component requirements

TOU takes into account relevant legislation and European Credit Transfer and Accumulation System (ECTS) guidelines during the development of its study programmes. Learning outcomes of its bachelors and masters programmes are clearly stated in a manner that is consistent with the level set out in the National Qualifications Framework. The combination of programme components ensures achievement of the programme's goals and learning outcomes. Learning outcomes are described by in terms of six areas of

competence: knowledge and understanding; ability to use knowledge in practice; ability to make conclusions; communication skills; learning skills; and values.

The University's programmes, with the exception of those that are regulated (e.g. law and medicine), combine a basic specialty with non-compulsory and free credits. To assist the process of choosing non-compulsory courses, students can obtain information through the University's electronic system. This system enables students to create individual learning plans based on their own needs and interests. The choice of a course is automatically blocked if a student does not have the necessary prerequisites. The system also calculates the number of accrued credits and provides the syllabus of the student's chosen programme. The catalogue of education programmes Is available on the website of TOU.

The University is able to negotiate individualized education programmes, taking into consideration the requirements, needs and academic readiness of students. As explained in the previous section of this report, these arrangements ensure students' unhindered involvement into the educational process.

Although the panel was provided with an overview of the English language medical programme, no programme specification in English had been provided for the dental program. The 2017 accreditation reports for both programs were available to the panel and a further accreditation event is planned for February 2019. The panel also met the Dean, programme directors, basic science and clinical teachers and employers.

The medical and dental programmes have not yet started recruiting students: it is hoped that the first cohort of students will commence in early 2019. The students initially will be recruited mainly from India, Iran and Turkey.

The dental program appears to be of a good standard. The dental students will use the same facilities laboratory library etc. for teaching the basic sciences as the medical students but they will not share basic science modules. The program has a core plus several options where students have choice over areas to study. The Dental Centre will have a phantom head skills laboratory. Students attend the clinic from year two. The clinic was being set up and will be staffed with academic dentists to deliver dental care to the surrounding community.

Programme and module learning outcomes are mapped against the Georgian medical standards. There are a large number over eighty modules. The module descriptors are detailed and include the assessment details. In the April version there is little integration in the teaching of basic sciences but the August version has changed and has a series of Foundation Modules, four integrated system modules with integrated assessment, and three clinical skill modules. This is a clear indication of ongoing curriculum development and of responsiveness to the changing national standards. However, the August version does not have a program specification and this needs to be developed to explain the list of about 20 new modules which replace the previous modules.

Evidences/indicators

- Educational programmes and syllabuses
- Individualized education programs and methodology for their development;
- Interview results
- Educational Programme Catalogue;
- survey of analysis of results.
- Rule of planning, implementation and evaluation of scientific-research component;
- Master theses

Recommendations:

The programme specifications and learning outcomes in Medicine and Dentistry must be update and completed.

There should be staff development on integrated teaching, portfolios and new clinical assessments.

Best Practices (if applicable):

The mapping of the learning outcomes against the Georgian medical standards

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.3 Assessment of Learning Outcomes

HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Descriptive summary and analysis of compliance with the standard component requirements

Assessment at TOU is carried out in compliance with Georgian legislation. Syllabuses include interim assessments, final and repeat examinations and they are provided to students, through the learning process management system, at the beginning of each semester. It was noted that a prerequisite for admission to a final examination is that the student should not be financially indebted to the institution.

The procedure for appealing an assessment outcome is set out in the Regulations on Conducting Examinations and these regulations are communicated to students. An appeal on the grounds that examination procedure was not followed correctly can be lodged in written form on the same day as the examination itself. Examination results may be appealed in writing within two business days of their publication. If the appeal is accepted, the School's Dean will establish a committee of at least three members who may include the School academic personnel, an invited specialist or an expert in the field.

In reviewing a sample of the University's study programmes the panel noted that the learning outcomes for some courses are not consistently matched with relevant assessment methods. It was also noted that the thesis for a Master's programme should be evaluated against various criteria, including the correct use of citation techniques. During the site visit, panel members found that, in the case of some theses, full marks had been assigned on the basis of the last criterion even though the students had failed to reference their work properly. The issue is subject to a recommendation in Section 6.1 of this report.

The new surgical module contains an OSCE assessment. Each module has a descriptor which outlines the teaching, learning and assessment methods, although the new set of modules provided from August do need the learning outcomes confirmed. The programme currently in place is traditional with preclinical science teaching followed by the clinical years and they are moving to a more integrated systems based module structure. There is little early patient contact. Clinical assessment appears to be long cases (in which the student discusses the points of a medical case they have seen with their examiners) but soon an Objective Structured Clinical Examination (OSCE) will be introduced so that all candidates are examined on similar scenarios. There does not appear to be a systematic programme assessment strategy, particularly in the clinical phase and modern clinical assessment such as OSCE need to be further introduced.

Evidences/indicators

- The rule regulating academic process
- Educational program and syllabuses
- Results of the survey conducted by the HEI
- The regulation on conduct of exams - procedure of assessment results

• Interview results

Recommendations:

Ensure that a variety of appropriate teaching, learning and assesment methods suited to the programmes, so that students are monitored and supported during their learning, including the scientific research component, and that all the intended learning outcomes are taught and assessed.

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

o HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan.

o HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.

Descriptive summary and analysis of compliance with the standard component requirements

According to the self evaluation report, the University's management policy includes: general principles and regulations governing staff management; transparent and objectives procedure for hiring staff and ensuring that they are suitable qualified; affiliation rules and conditions; principles relating to the involvement of academic and scientific staff in educational, research, creative and other important decision-making processes; a strategy for the professional development of staff; principles governing remuneration and incentives, taking into consideration performance evaluation outcomes; and procedures for ensuring the integration of new employees into the work environment and their efficient involvement into the working process.

According to the SER, the University uses staff evaluation and satisfaction surveys in the process of staff management. It has also defined the qualification requirements for academic, scientific, invited, administrative and support staff based upon their job descriptions, responsibilities and current legislation. The panel observed that staff qualifications are in line with the University's own requirements.

The document that deals mainly with the above issues is the Staff Management Rule which was approved by a decree of the Academic and Representative Senate in January, 2018. The panel observed, however, that TOU does not have specific and transparent regulations for the recruitment of staff even though there is a strategy for the recruitment of procedures of foreign staff and students.

According to the Staff Management Rule, academic/scientific staff are elected and then appointed by the Rector; invited, administrative and support staff are appointed. In both

cases, staff a recruited through a process of open competition.

During the site visit the University was asked to supply documentation relating to the advertising of administrative posts during the current year, and after the adoption of Staff Management Rule. The document supplied by the University differs from the Rule that had been provided with the SER and it only came into force on the 1st August 2018. It appears, therefore, that in the period from January through to July staff were appointed to administrative positions without them being formally advertised.

Academic and scientific staff are fully involved in the work of the School Councils, and they have elected representatives on the Academic and Representative Senate.

According to the Staff Management Rule, senior staff (including the President of the Governing Body) decide on the award of incentive payments taking into account evaluations of staff performance. The University does not, however, have clearly defined and transparent criteria and procedures for the appraisal of staff, and the panel concluded that the evaluation of personnel is not connected with the appraisal system. The arrangements for the professional development of staff also lack clarity and transparency.

Whilst the University has defined the qualification requirements for various categories of staff, the panel identified one significant post for which the incumbent did not posses the experience that is required for appointment.

The panel identified one unit – the Academic and Administrative Affairs Department – which is responsible for learning processes, the processing of documents, archiving, legal issues, registry and human resources. It was noted with concern that this department has only four employees and the relevant recommendation is made in Section 2.1 of this report.

Evidences/indicators

- SER;
- Staff Management Rule;
- Interviews;
- Personnel files;
- Affiliation terms;
- Rule on selecting academic staff;
- Orders on appointment;
- Strategy for staffs' professional development;
- Strategy for the attraction of foreign students and academic/scientific staff.

Recommendations:

Develop clear and transparent arrangements for staff recruitment, ensuring that all staff meet the University's defined qualification requirements and appointments are made on the basis of a competitive process.

Develop a transparent system for the appraisal, remuneration/incentivisation and development of staff based upon the evaluation of employee performance.

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

4.2. Academic/Scientific and Invited Staff Workload

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

Descriptive summary and analysis of compliance with the standard component requirements

According to Staff Management Rule, the workload of academic staff includes: teaching-related activities, including the support, supervision and assessment of students; additional academic activity; scientific research; and such other activities as the membership of collegial bodies, the management of clinics or laboratories, editorial work, public lectures etc. Since TOU is a teaching university there are not duties associated with the supervision of PhD students.

The contracts for invited and academic and affiliated academic staff are the same with respect to their remuneration, in that salary payments are based on teaching hours. In the case of academic and affiliated staff, however, there is a contractual requirement to undertake scientific work although this is not reflected in the calculation of their salaries. The panel considered that this called into question the incentives provided by the University for staff to engage in scientific and research activity.

In the course of its meetings, it became apparent to the panel that academic and affiliated academic staff were not familiar with that aspect of the workload scheme that relates to the allocation of hours for the preparation and correction of examination papers. The panel concluded that the amount of time spent on these activities varies from case-to-case. Staff in the QASDS department, however, stated that staff recommendations and current practice had been taken into account when they developed the current workload scheme.

The panel confirms that the University has a methodology for determining the number of academic and invited staff in relation to the number of students and the academic programs offered by the institution.

Evidences/indicators

- SER;
- Contracts;
- Interviews;
- Staff Management Rule;
- Methodology for planning number of academic/invited staff.

Recommendations:

In consultation with academic, affiliated and invited staff, clarify the workload scheme specifying the hours to be spent on the various activities listed in the Staff Management Rule whilst taking into account staff contractual and programme requirements.

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5. Students and Their Support Services

HEI ensures the development of student-centred 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

- o 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.
- o HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

The procedures for obtaining and changing student status, the recognition of education, the grant of qualifications and the protection of student rights are properly managed by the University and they are set out in full in its 'Rules for Regulating the Study Process'. Information concerning these matters is made public and is therefore accessible to students and to other stakeholders. TOU also has a set of admission procedures for foreign students and there are defined requirements for enrolment at the University. The University ensures the effective and timely implementation of the procedures described by its regulations, thereby protecting the rights and lawful interests of students.

During the site visit, the panel was informed that the University had introduced a new rule governing the payment of tuition fees. It was explained that, at the end of semester and after the final examinations, students have three weeks in which to pay the tuition fee for the next semester. Failure to meet this requirement has resulted in the suspension of a large number of non-Georgian students. However, students who are Georgian citizens told the panel that they had paid their tuition fees at the beginning of the new semester. On the basis of this evidence, the panel concluded that the University's arrangements for the payment of fees was inequitable.

The contract with the University protects students' rights and lawful interests. During the site-visit the panel was told that, prior to signing, students are able to obtain clarification or additional information in relation to their contracts with the University.

Student rights and lawful interests are also protected by the University's complaints and appeals procedures. A number of students confirmed that they had used the complaints/appeal system and that this had resulted in appropriate and fair decisions by the University.

Evidences/indicators

- Publicity of Information (Web-page);
- Interview results;
- Copy of student contract;
- Regulating documents- The rule of recognition of the education (ECTS credits) obtained during the study; The rule regulating the academic process;

Recommendations:

Ensure that the University's regulations, including those relating to the payment of fees, are applied equitably to both Georgian and foreign students.

Evaluation

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

5.2 Student Support Services

- o HEI has student consulting services in order to plan educational process and improve academic performance

- o HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development

- o HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives

- o HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

The University provides a student-oriented environment, offering appropriate services and ensuring that students are informed about the facilities available to them.

The primary sources of student information are the members of staff employed in the University's support services, teaching staff, the website, announcement boards and through the electronic system for the management of the academic process.

The university has a Continuous Education and Career Growth Centre which is responsible for providing professional orientation and other information regarding employment and career development. As yet, no surveys have been conducted on the operations of the Centre.

Students confirmed that the university promotes a range of extra curricular activities and that periodically it conducts surveys regarding the personal, professional and academic development of students.

The University provides opportunities for the international mobility of students and their participation in various projects. It ensures that students are aware of the various international projects and events that are available outside of the institution. QASDS surveys have recorded high levels of satisfaction on the part of students who have applied to the administration for information about exchange programmes. However, the panel noted that, because proficiency in Chinese is a requirement for participation in the exchange programme with Lanzhou University, the level of student involvement is not high.

Although the University takes into consideration students' socio-economic status by applying flexible fee-payment arrangements, the suspended status of a large number of students is due to their inability to meet the deadline for the payment of fees.

Evidences/indicators

- Publicity of Information (Web-page);
- Career support service;
- Rule of consultation;
- Students' Support Mechanisms;
- Interview results;

Suggestions:

Obtain financial assistance to increase student involvement in exchange programmes with European institutions.

Best Practices (if applicable):

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

- 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 requirement

TOU is a teaching university and does not have provision at doctoral level. However, in accordance with its mission is does support scientific research activities and, according to the SER, the Scientific Research Centre was established for the purpose of managing and promoting the development of this area of work. On the basis of the SER, its supporting documents and meetings with staff, the panel was able to establish that the University's scientific activities include the publication of monographs, articles which are mainly published in the University's own scientific journal, and books which are used in the teaching process.

During the site visit the University provided a same of students' MA theses. The panel noted that in some cases sources had been used without citation and that this is contrary to the University's regulations. The theses were, nevertheless, awarded full marks against the citation technique criterion leading the panel to question the effectiveness of the University's marking and supervisory arrangements. (See also Section 3.3, above)

The School of Medicine does not currently have a research strategy and there is limited research activity within the School. The panel believes that, in present circumstances, the School will not currently have the capacity or capability for basic scientific or clinical research, and the School's strategic priority should be to develop its educational programmes to ensure that they meet the 2019 criteria. This will, of course, provide an opportunity for staff to describe, evaluate and then publish their experience of developing an integrated medical curriculum.

Evidences/indicators

- SER;
- MA Thesis;
- Interviews;
- Internal Regulations;
- Lists of publications.

Recommendations:

Take whatever action is necessary to enhance the supervision of MA thesis preparation, and to ensure that the assessment of theses is rigorous, transparent and fair.

Increase the number of staff publications in international and foreign language journals.

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

6.2. Research Support and Internationalization

- o HEI has an effective system in place for supporting research, development and creative activities

- o Attracting new staff and their involvement in research/arts-creative activities.

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

Descriptive summary and analysis of compliance with the standard component requirements

The Scientific-Research Centre is the structural unit that supports the University's activities in this field; it also responsible for the development of international scientific cooperation.

According to the University's budget, 196,063 GEL is allocated to scientific activities in 2018, and this is project to rise to 319,653 GEL in 2019. Competition for these funds is governed by the Regulations on Selecting Scientific Project. These provide for a three-stage process and projects are assessed according to five criteria which are phrased in general terms and the same for all kinds of project. The panel observed, however, that the criteria were insufficiently transparent making it difficult to justify the allocation of a score in a system that ranges from zero to 30.

In the third stage of the selection procedure applicants are required to present their project. There are, however, no specific criteria for the assessment of the presentation. The panel also observed that decisions on the funding of staff participation in international conferences, or for the publication of books and articles, are not subject to clear and specific criteria.

Academic staff told the panel that they had not yet participated in the University's planned exchange programmes. MA students were also asked about their involvement in research projects and they told the panel that, whilst they are informed about such projects, their busy schedule had prevented them from participating.

The University provided the panel with documentary evidence of its involvement in joint research projects with institutions in Turkey and China. Some students have also been involved in these research projects. However, the University does not currently joint programs with its foreign partners. It is clear, nevertheless, that TOU intends to develop joint programmes with institutions in China and Turkey focusing on the fields of business administration and international relations.

Evidences/indicators

- SER;
- Interviews;
- Rule on selecting scientific projects;
- Charter of Scientific-Research center;

- Budget;
- Strategy for attracting researchers.

Recommendations:

Develop transparent procedures with clear criteria for selecting projects and other scientific activities for funding.

Strengthen the University's internationalization policy by negotiating exchange programmes with European universities, and by developing a workable strategy for attracting foreign staff and securing their involvement in the University's research activities.

Further encourage students to be involved in research projects

Evaluation

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

6.3. Evaluation of Research Activities

HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

Descriptive summary and analysis of compliance with the standard component requirements

At the end of every calendar year, Schools summarise the scientific activities that have been undertaken by their staff, present this information to the Scientific Research Centre. The Centre then presents a combined report (including productivity statistics) to the Academic and Representatives Senate.

The authorisation standard requires an institution to regularly evaluate and analyse the quality of research/creative-arts activities and the effectiveness of scientific-research units. In addition, evaluation results should be used for the further development of research/creative activities. The scientific-research reports for TOU's Schools over the period between 2013 and 2017 are descriptive and fail to meet the requirement that such reports should be evaluative in nature.

Both quantitative and qualitative indicators are used for the assessment of staff scientific productivity and scientific work is judged to be of high quality if it meets 90% of a set of predefined criteria. The University was asked to provide information relating to the staff citation index (which is one of the criteria used to assess staff scientific productivity). This information was not forthcoming and it appeared to the panel that evaluation results are not yet used for the further development of research/creative activities. It was noted, specifically, that the employment contract did not make formal provision for the remuneration of affiliated staff to take account of their scientific-research productivity. Discussions with staff also led the panel to conclude that the system for the assessment of performance had not yet been fully implemented.

Evidences/indicators

- SER;
- Contracts;
- interviews;
- Mechanisms for assessing scientific productivity;
- Reports.

Recommendations:

Ensure the full implementation of the University's sytem for evaluating the scientific productivity of staff, and consider its inclusion as a basis for providing staff development opportunities. With respect to the employment contract for affiliated staff, the University should also consider the inclusion of research performance as a factor in decisions on remuneration.

Monitor the effectiveness of the Scientific Research Centre.

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

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

o 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.

o HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.

o Health and safety of students and staff is protected within the institution.

o HEI has adapted environment for people with special needs

Descriptive summary and analysis of compliance with the standard component requirements

The University's newly built campus is well-equipped, and security and fire safety arrangements are well-organized. The building has communal areas (the foyer, recreation spaces, classrooms and administrative offices) which benefit from both natural and artificial light. There is a central heating system and a generator to supply electricity in the even of power cuts. There are sanitary units and spaces for group work. Fire extinguishers/ equipment are provided, and the building has a variety of exits available in case of fire. The health and safety of staff and students is one of the University's priorities

The campus supports students with disabilities. At this time, however, there are no students with special needs.

In medicine, the plan for the initial recruitment of students, and for the subsequent growth in student numbers, is ambitious and the quality of provision will need careful monitoring. The clinical placement visited by the panel was of reasonable quality with a good patient mix. Although the clinic (which currently has students from TSU and DAUG) will not have TOU students on placement for a further four years, the panel was assured that good clinical supervision would be provided and that there would be study spaces for students. The panel was told that there will be other hospitals, offering placements in other specialist

areas, including mental health. Teaching in primary medical care is integrated into the curriculum. The panel also visited the various laboratories, skills centres and library at the new TOU building and they proved to be satisfactory for a programme that is about to start.

Overall there are sufficient facilities for the University to fulfil its mission and deliver its activities. The University has improved over time, it has invested in material resources, and it plans to continue to do so in order to bring all its material and technical resources in line with modern standards.

Evidences/indicators

- Self evaluation document
- Panel meetings with the Rector, Academic Council, Deans other staff and students site visit.
- Annex N7.1 folders 1-14

Suggestions:

Monitor the acquisition and suitability of clinical placements.

Evaluation

☒ 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 library is well-equipped and staffed and it has an adequate book archive, reading hall, meeting and group workspace, IT equipment connected to internet. Students have access to printers, copying machines and scanners and the library, like the rest of the building, has wi-fi.

The library is ready for use by students once they enrol on the University's new medical and dental programmes and its facilities are available to all students currently enrolled on the University's other programmes.

The electronic database is available in the Georgian, English, Russian and Chinese languages. Electronic libraries and databases provide access to modern publications, course-books, etc. and are available to staff and students. The library is open six days a week for more than 60 hours. Funds are allocated for the further improvement of the library. Training is held in an annual basis for students as well as academic staff.

In the future, library staff will need to improve their language skills if they are to cater adequately for the University's international students. In addition, the current number of 20 computers will need to be increased as and when the University recruits more students to its programmes.

Evidences/indicators

- SER

- Meetings with the Rector, Academic Council, Deans other staff and students
- Site visit.
- Annex N7.2 folders 1-14

Suggestions:

Ensure that library staff are adequately prepared for their role in supporting ready for international students.

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

7.3 Information Resources

o HEI has created infrastructure for information technologies and its administration and accessibility are ensured

o Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place

o HEI ensures business continuity

o HEI has a functional web-page in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements

The University's IT services are well-organized. The campus' server and wifi services are secure and have all-time support. Two separate internet sources (Silknet and Magti) are active to ensure continuity of service.

Discussions with the IT team indicated that they are aware of internet security issues. The computers on campus are equipped with antivirus software which is continuously updated. Furthermore, the University's IT Support Service ensures the security of information by creating and storing back-up copies. The University also uses an external provider for database security. The IT risk management strategy and practices are clear and feasible

Internal software operates well and is used in 28 Georgian universities. It supports the use of English language for international students.

TOU has a functioning website which mostly provides information relating to all fields of the University's operations in Georgian and English.

Evidences/indicators

- Self-evaluation document
- Panel meetings with the Rector, Academic Council, Deans other staff and students.
- Website
- Site visit
- Annex N7.3 folders 1-6

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐	Partially complies with requirements
☐	Does not comply with requirements

7.4 Financial Resources

- o Allocation of financial resources described in the budget of HEI is economically achievable
- o Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans
- o HEI financial resources are focused on effective implementation of core activities of the institution
- o HEI budget provides funding for scientific research and library functioning and development
- o HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

The University's income generates sufficient funds for its development and investment activities: financial resources are allocated in a manner that will enable the University to achieve its action and strategic plans. TOU has no debt and its financial break-even point is reached with the number of students currently enrolled at the University. It is noted, however, that the lease agreement requires the payment of rent at a level that is currently 14% of the University's revenue. It is also noted, that a continuing high level of student suspensions could pose a financial risk and that the University's budget projections may be optimistic in their reliance on its success in recruiting and retaining international students.

TOU has adequate and sufficient financial resources for the continuous implementation of its scientific research. Adequate financial resources are budgeted for funding the activities of students, academic and scientific staff, post-doctorate students. These activities include participation in conferences, the publication of articles in international journals, etc. As noted above (in 7.2), TOU allocates the required level of funding for day-to-day operations and future development of the library.

With respect to the University's internal budget-setting processes, the separation of the budget between schools and programmes, both in terms of decision-making and strategy could be made more transparent. And, although staff argued that funds should be allocated on the basis of the emergent and changing needs of Schools and other units of the University, the seven-year development plan allocates the University's financial resources in accordance with pre-determined percentage shares.

Overall, the University's accountability arrangements are adequate. The Institution commissions external financial audits and the reports with relevant financial statements are publicly accessible.

Evidences/indicators

- Self-evaluation document
- Panel meetings with the Rector, Academic Council, Deans other staff and students.
- Annex N7.4 folders 1-6

Suggestions:

Consider a reallocation of funds (as specified by the Strategic Development Plan) in

accordance with the needs of programmes and Schools

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements