



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Higher Education Institution Authorisation Experts' Report on
International Medical Teaching University**

Expert Panel Members

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**Tbilisi
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Authorisation Report Resume

General information on the educational institution

Founded in 2017, **The International Medical Teaching University (IMTU)** is a Legal entity of private Law – Limited liability company Ltd. Established in Batumi, the University is not operating yet.

The decision of the founder was largely based on a market survey and their previous experience in providing education.

The vision of IMTU is to be in 2025 a “modern university with the medical education profile in the Adjara region and internationally recognized university, where student-oriented learning environment is designed, equal opportunities for education are provided at national and international level, including special needs students; effective mechanisms for management and quality assurance are introduced; the sustainability of the institution is ensured, and the organization consistently responds to modern challenges”.

The development of the university is based on a Strategic Plan (2018-2025), elaborated by a working group set up by the Rector and discussed with internal and external stakeholders. It is operationalized in action plan.

The university, focused on teaching, is composed of 1 faculties (Health Care).

IMTU’s goal is to offer 3 undergraduate programs: Two in dentistry (one in Georgian, one in English) and one in Physical Rehabilitation. A total of 300 enrolled students is expected.

Currently the staff is composed of 60 academics (18 affiliated of whom 10 are assistant professors and 42 invited staff) and 30 administrative and support staff (not all hired full time).

Brief overview of the evaluation process for authorisation: SER and Site visit

The site visit has been based on IMTU self-evaluation report, prepared by a consultant in collaboration with a working group set up by the Rector. The consultant included specific inputs from relevant members of the working group (e.g. Head of HR for HR issues). A market survey and a SWOT analysis have been used to produce the self-evaluation report as well as the strategic plan. The whole report has been revised by the working group and approved by the managerial board (Rector, Chancellor, Head of QA and External consultant)

The self-evaluation report contains a lot of useful information. It is a long report (more than 200 pages) that includes a significant number of pages redundant with the annexes (i.e. several annexes copied into the report). Some parts and statements are closer to consultants’ handbooks than a self-evaluation report but could provide useful background to the institution in the future. Mainly descriptive, the report has an analytical dimension thanks to the “strengths & Areas for development” analysis at the end of each of the chapters devoted to the 7 main standards.

The site visit has been very well organized and the panel could have 15 meetings with all relevant stakeholders (excluding students of course). Moreover a visit of the facilities has been organized including 7 facilities for practical training in town (4 dentistry, 3 rehabilitation). The discussions were open and very useful to get a better understanding of the institution and the self-evaluation report. IMTU staff has readily provided all information and additional documentation required during the visit.

The evaluation of standards has been obviously influenced by the specific context of a new university, not fully operating yet. Indeed in some cases the panel could not document real practices. In lines with ENQA rules, the assessment is based on the current situation at the time of the site visit. Developments that happened after the visit are not considered.

Overview of the HEI's compliance with standards

Summary of Recommendations

- Refine the formulation of the mission to make more explicit the global coherence of the project.
- Clarify sub-objectives and actions in the action plan
- Identify only one person responsible for each objective (even if collaboration or delegation is foreseen.)
- Ensure open and transparent competition for all positions.
- Further develop QA methodologies and tools in partnership with stakeholders.
- Ensure relevance, feasibility and reliability of the methodology for planning student body.
- Disseminate more freely the Code of Ethics by publishing without protection and more accessible place
- Determine and formalize the concept of „conflict of interest“;
- The University should seek technological solutions for detecting the plagiarism and theft of intellectual property instead of relying on the human factor;
- The personnel should clarify within its procedures for ethics and integrity and implement in its operations that the authors of scientific production (including students' thesis) are legally responsible and held accountable for the originality of their work;
- Ensure a detailed introduction to educational programmes for academic and invited faculties.
- Improve cooperation with the employers and their involvement in the creation of educational programs.
- Review the programs and applicable syllabuses in cooperation with affiliated and invited academic staff of IMTU;
- Ensure adequation of programs with appropriate medical training literature
- Evaluate learning outcome and assessment methods for clinical practice in final exam
- Develop personal management processes for the administrative staff similar to the personal management processes of the academic staff.
- Develop conditions and processes to ensure involvement of academic staff in research
- Make documentation public and accessible without a password on the official website of the University
- Implement all regulations (assignment, suspension and termination of the student status, mobility, qualification granting and recognition of education) in a transparent and fair manner and in line with current legislation.
- Carry out all planned student surveys and obtain information for internal quality development.
- Implement student-consulting services.
- Trace the employment rate, academic development and qualifications granted.
- Involve the university departments in supporting student initiated projects and extracurricular activities implementation
- Prepare more clearly a detailed as well as a coherent approach to research activities and their alignment with the university's mission and vision;
- Define the priorities and trends of focus in the research activities conducted at the university;
- Ensure a cogent and realistic focus on research activities and that appropriate faculty development is in place for supervisor and thesis examiner training and mentorship;

- Develop and establish research labs for students;
- Ensure that all curriculum are informed by research and scholarship activities;
- Ensure that research results are integrated in the teaching process;
- Establish new collaborations with research institutes or other universities
- Establish the research support centre which funds adequately research initiatives by a fair and transparent way;
- Find external (local and international) partners to collaborate and compete for external funding e.g. Horizon 2020, in order to become established in research;
- Increase Research support activities for academic credibility
- Develop a strategic approach for the targeted allocation of funding to academics and resources to research for the greatest impact.
- To train researchers in the construction of research questions and in methodologies to address these questions and analyse data.
- Elaborate the coherent research development strategy and evaluation mechanism
- Develop a strategic approach to identify the nature of research funding in relation to the subjects offered and resources available
- Create the research project evaluation rules
- Provide faculty professional development and training in developing research skills
- Discuss with other universities in order to gain valuable information, so the IMTU can design and steer the setting of priorities for research together with the strategy and policies to underpin this work.
- Expand the library space
- Organize specially adapted sanitary for people with special needs on both floors of IMTU building
- Raise the amount of financial support for the library in order to encourage scientific research development and for increasing the quality of learning-teaching process at the university.
- Purchase the latest versions of the books needed for ensuring the achievement of educational program learning outcomes with modern literature
- Carry out surveys to clarify student's needs regarding the library and associated resources.
- Fully develop the IT infrastructure in line with the plans
- Increase funding for research programs and library budget

Summary of Suggestions

Consider developing more formalized processes for global coordination and collaboration of units in the implementation of the strategic plan.

Consider splitting more precisely the resources needed at the level of sub-goals in order to get a more detailed view of the resources required and devoted to the full implementation of the strategic plan.

Strengthen educational and research programs internationalization.

Develop a more global quality system concept including elaborations on quality culture and support measures.

Consider implementation of several forms of reward/motivational factors, including ones not linked to remuneration.

Develop strategies to attract new personnel

Consider strengthening motivational factors for affiliation

Increase the quality of the service by implementing "Help desks" and Psychologist consultation service. Institution is encouraged to carry out all the support services for Low socio economic status students and create analysis of statistic data.

Elaborate on the use of technology in teaching in relation with a global teaching approach ensuring a real pedagogical added value.

Consider using well-established platforms for teaching (e.g. Moodle) to save time and money.

Summary of the Best Practices

A well-developed quality policy document

Detailed and well-organized job descriptions

Many connexions with the professional fields for practice

Summary Table of Compliance of HEI with Standards and Standard Components

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

Signature of expert panel members

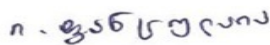
1. Jacques Lanares (Chair)



2. Irma Manjavidze (Member)



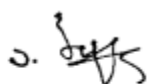
3. Ia Pantsulaia (Member)



4. Zurab Alkhanishvili (Member)



5. Ana Batsankalashvili (Member)



Compliance of the Applicant HEI with the Authorisation Standard Components

1. Mission and strategic development of HEI

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

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

Descriptive summary and analysis of compliance with the standard component requirements

The mission of IMTU is defined in accordance with the Law of Georgia on Higher Education (in particular, article 3) and the provision of IMTU (in particular, article 4&6).

Locally and internationally, the mission of the university as defined in the mission statement is to train staff to be employed at local and international level. To do so IMTU aims to give medical education complying with international standard and leading to professionalism. The mission includes support to the development of the society through development and dissemination of knowledge.

These contributions are supported by some of the values stated in the provision of IMTU such as “accountability to the society” or “social engagement” (Provision IMTU article 8). Other values mentioned in the provision such as “equal opportunities”, “diversity”, “openness” or “transparency” are in line with the responsibility of the university in supporting the development of people and the society.

The mission of IMTU defines mainly its profile in terms of medical education and professional development. The research ambitions of the university as well as those related to the third mission are not explicit in the mission statement and remain rather global.

A working group, set up by the Rector, has elaborated the mission. The group took into account the results of a survey involving the labour market.

The current formulation of the mission appears more as a collection of ideas and principles than a coherent global project.

Evidences/indicators

1. Provision of IMTU (annex 1.2 SER)
2. Interviews with leadership, self-evaluation group and staff.
3. Law of Georgia on Higher Education

Recommendations:

- Refine the formulation of the mission to make more explicit the global coherence of the project.

Suggestions:**Best Practices (if applicable):****Evaluation**

- ☒ Substantially complies with requirements

1.2 Strategic Development

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

IMTU has designed a fully developed strategic plan for the next 7 years (2018-2025) and in line with its mission. A working group, set up by the Rector, has prepared the plan. Members of the working group have included the results of a market survey and a SWOT analysis in their reflections. The strategic plan has been discussed with some internal and external stakeholders. The Rector has approved the final version. In the future, according to the provision of the University, different actors should be involved in strategic reflection such as the academic council, consisting of the rector, representatives from faculties (professors) and president of students’ self-government and the Governing Board. The

strategic plan consists of 5 main strategic objectives and 24 sub objectives. These objectives cover main aspects of the operations of an HEI. Namely, Institutional Development (#2, #5) Quality Assurance (#2.2), Planning and implementation of educational programs (# 3.1, 3.2, 3.3), Human and Material resources (#2.1,2.3,2.4), Infrastructure (# 5) and Internationalization (#4). However, Research and creative activities are not included in the strategic plan.

An action plan has been developed and is fully in line with the strategic plan. Deadlines, responsibilities and performance indicators have been identified. Responsibilities are attributed in relation to specific competences. Though, in several cases more than one person or unit is identified as responsible (which could create implementation and evaluation difficulties) In several cases “activities” are rather sub-objectives than activities (e.g. Task 3.4, activity 3: “Strengthening research potential of academic personnel”). This is reflected in the fact that deadlines cover several years (in the above mentioned example, “2019-2021”). The global budget allocated to the tasks is mentioned (and of course also included in the budget) but the action plan does not contain a more detailed analysis of the resources required.

The Chancellor coordinates the implementation of the action plan via personal meeting with people involved (frequency of meetings depending on the person). During the interview the panel could observe that some units do not have a clear view of the global coordination process, in particular in relation with the implementation of the action plan.

A document has been produced to describe the methodology to develop a strategic plan and monitor its implementation. It is based on current practices in the field and very much in line with the PDCA cycle. The QA unit is foreseen to be strongly involved in the monitoring process. Each unit is supposed to report on its activities and the Rector can require changes if necessary.

Therefore a framework exists, however the described process is not fully in operation yet. There are some examples of modification of the action plan following external feedback (e.g. Introduction of trainings) but the global functioning of the cycle is not assessable so far.

Some activities included in the strategic plan (#1.5, #3.5) or action plan (e.g. Task 1.2) contribute to the development of the society and knowledge transmission (e.g. Life Long Learning).

Evidences/indicators

1. SER
2. Provision of the University (annex 1.2)
3. Strategic Plan (annex 1.4)
4. Action Plan (annex 1.5)
5. Methodology of strategic planning, monitoring and evaluation (annex 1.6)
6. Budget (annex 1.7)
7. Quality assurance service provision (annex 2.6)
8. Interviews during the site visit. (in particular with Leadership, SE working group, Head of QA office, IR & PR offices).

Recommendations:

- Clarify sub-objectives and actions in the action plan
- Identify only one person responsible for each objective (even if collaboration or delegation is foreseen.)

Suggestions:

Consider developing more formalized processes for global coordination and collaboration of units in the implementation of the strategic plan.

Consider splitting more precisely the resources needed at the level of sub-goals in order to get a more detailed view of the resources required and devoted to the full implementation of the strategic plan.

Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Partially complies with requirements

2. Organisational Structure and Management of HEI

Organisational 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 Organisational Structure and Management
<ul style="list-style-type: none"> ○ Organisational structure of HEI ensures implementation of goals and activities described in its strategic plan ○ Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation ○ HEI's Leadership/Management body ensures effective management of the activities of the institution ○ Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalisation.
Descriptive summary and analysis of compliance with the standard component requirements <p>Organizational structure, structural departments, functional and duties delegation give HEI an opportunity to perform activities defined by the strategic plan. There are young, well-educated, experienced and motivated people in charge, this gives the panel reasons to say that university will be able to manage the activities successfully, however, according to interviews, there were no competition to select/assign staff to the administrative positions. University is implementing modern technologies, which will support a successful functioning. The electronic document processing system is being developed and the pilot will be launched in February 2019, today the workflow is performed on paper, according to the instructions. The IT management and development policy is designed. To ensure the business continuity of all major processes, HEI developed a plan, ensuring the continuity. The plan takes into account all possible risks, mechanism for their prevention and in case the prevention is not possible, HEI has a strategy for risk mitigation. It was stated during the interviews with founders and leadership that in case of unplanned expenses or financial risks, the financial guarantor of the university is the "Education Academy" organization which is the founder of the IMTU.</p> <p>According to IMTU's targets, one of its challenges is developing the international links, participation of academic personnel in international scientific activities, assuring mobility of students and development of the international educational program. A specific department to support international relations activities has been created. Currently the University works on finding the international partners and establishing the business relations with them as mentioned during the on-site visit. The strategic plan contains goals regarding internationalisation (#4) but it is still global and the specific goals of internationalization as well as strategic objectives and plans could be further elaborated to show more clearly the intentions of IMTU. In that regard and considering international ambitions of the University an explicit, stand alone document would be useful.</p>
Evidences/indicators <ol style="list-style-type: none"> 1. Structure of the HEI; 2. Functions of structural units of the institution; 3. System for maintaining registry of educational institutions;

<ol style="list-style-type: none"> 4. Rules for document processing; 5. Mechanisms for monitoring management effectiveness and evaluation system; 6. The plan for business processes continuity; 7. Mechanisms for international cooperation and internationalization and assessment of their effectiveness; 8. Provision of International Relations Service annex 2.8 9. Interview results: Executive Board, Rector, Self-Evaluation Team, Head of administration and financial services, IT department, International Relations Service, Public Relations Service., Clerk office representatives.
Recommendations: <ul style="list-style-type: none"> • . Ensure open and transparent competition for all positions.
Suggestions: Strengthen educational and research programs internationalization.
Best Practices (if applicable)
Evaluation <input checked="" type="checkbox"/> Substantially complies with requirements
2.2 Internal Quality Assurance Mechanisms
<ul style="list-style-type: none"> ○ Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution. ○ HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.
<p>An “Internal Quality Assurance Policy” is underlying Quality processes at IMTU. A Quality Assurance Service supports the operationalization of this policy. The Head of the QA service is hired full time (but lives in Tbilisi region). The QA team is constituted by the Head of QA service, a consultant and an administrative staff (full time). The quality concept is based on ISO approach and the PDCA cycle. It is considered as linked with the strategy of the university since the main areas of the institution’s management are included in the processes. The concept has been elaborated by a consultant and discussed with the leadership of the university. The QA manual has been presented to IMTU staff and the University plans to organize training and familiarization events to raise awareness on these issues and increase ownership of the concept and tools as well.</p> <p>According to the global concept 13 surveys and assessments covering main areas (such as programs, students or employers satisfaction, staff assessments) should be conducted. Based on the Internal Quality Policy document, administrative units are not included in the list of planned evaluations. The quality policy document describes about 30 surveys or research on quantitative and qualitative indicators to evaluate the quality of university’s activities (that would therefore involve all units). However, the panel could not see the tools that will be used (but the IT department seems ready to run surveys). Methodologies for several evaluations are not clear yet (e.g. the evaluation of academic staff). The method to be used to evaluate units is not clearly defined either, but according to information gathered during the interview this should be based on unit’s action plans and annual reports linked to strategic plans.</p> <p>Several activities planned in the action plan (included in Tasks 2.2) will contribute to the implementation and development of QA at IMTU and illustrate the will of the leadership to address these issues.</p>

<p>If run properly the mechanisms described in the Quality policy would ensure continuous assessment and development of the Institution activities and resources.</p> <p>The quality assurance system described in the policy document is quite comprehensive but mainly focuses on procedures and hardly addresses the notion of quality culture, nowadays an integral part of European Standards (ESG 2015). As for now QA is quite strongly centralized. In order to develop a quality culture it would be useful considering increased ownership and responsibilities at decentralized level.</p> <p>In the same line, the quality policy describes mainly evaluation and correction processes but does not explicitly include support measures (such as training, counselling, etc.) in the global concept as we may expect in a global quality system.</p> <p>According to the provision of the University and the Internal Quality Policy the leadership can take decisions based on the results of QA. However, due to the specific context of a recently created university, the panel could not document this aspect.</p> <p>IMTU has a methodology for planning student body (as well as academic personnel). It is described in a procedure that makes explicit variables to take into account and ratios. According to the procedure, a working group, designated by the Rector would propose a contingent to be approved by the Academic council. However it should be mentioned that the University is not fully satisfied with the current formula. The intention is to collect more data to identify more relevant variables.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. SER 2. Internal Quality Policy (annex 2.20) 3. Provision for QA service (annex 2.6) 4. Action plan (annex 1.5) 5. Evaluation Rules to implement Educational Programs in the University (annex 2.21) 6. Internal self-assessment report for the implementation of the program of the university (annex 2.22) 7. Methodology for planning of student contingent and academic personnel (annex 2.23) 8. The rule of selection, appointment of academic and invited personnel (annex 2.29) 9. Administrative Personnel assessment form. 10. Interviews during the site visit
<p>Recommendations:</p> <ul style="list-style-type: none"> • Further develop QA methodologies and tools in partnership with stakeholders. • Ensure relevance, feasibility and reliability of the methodology for planning student body.
<p>Suggestions:</p> <p>Develop a more global quality system concept including elaborations on quality culture and support measures.</p>
<p>Best Practices (if applicable):</p> <p>A well-developed quality policy document</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p>
<p>2.3. Observing Principles of Ethics and Integrity</p> <ul style="list-style-type: none"> ○ HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.

- Institution has implemented mechanisms for detecting plagiarism and its prevention.
- HEI follows the principles of academic freedom.

Descriptive summary and analysis of compliance with the standard component requirements

According to SER and other presented documents the university work is based on the principle of autonomy, transparency and accountability, and provides as well a high degree of academic freedom, a healthy and safe environment for teaching and working.

The university declares that the following values are very important: Justice; Transparency; Impartiality; Equality; Openness; Academic integrity, Professionalism; Credibility to the public accountability.

All documents related to ethics and behaviour as well as the principle of academic integrity are placed on the official website of the University, however, during visit the panel obtained confirmation that access to download and open this documents was limited by a password.

The Code of Ethics does not provide any regulation regarding conflict of interests (e.g. affiliation for publications or specific relations with stakeholders), even though there are staffs holding positions in several different higher education institutions. The university does not determine what situations are considered as conflict of interests so that all members of the academic community identify if they are in such positions, and what are the measures to be taken to address them. Moreover, the academic staff and administrative personnel do not understand these ethic regulations and do not know how they should be operationalized.

IMTU regulations define plagiarism, unacceptability and inadequacy by academics and students. Particularly, "...the employee of this university, especially its academic personnel, should also be aware that a higher level of university education and research is unimaginable without the willingness and protection of academic honesty"...

According to SER Plagiarism can be determined as

- "a) Misappropriation of the intellectual work of someone by the student;
- b) Presentation of another person's work or part of it on his behalf;
- c) Use of someone's work without the protection of quotation required by the rule "

However, currently IMTU has not special software for detection of plagiarism and no clear plan how it would be used.

IMTU follows the principles of academic freedom, and no evidence of obstruction to academic freedom was given during the meetings conducted by the panel.

IMTU plans to recruit students for the dentistry and physical medicine and rehabilitation program; however, the institution does not currently have a bioethics committee for the evaluation of questions or issues related to medical fields.

Evidences/indicators

1. Provision of the University (See Annex 1.2)
2. Personnel Management Policy (See Annex 2.2.)
3. Ethic Code for Students (See Annex 2.24.)
4. University Ethic Code (See Annex 2.25.)
5. Rules for regulating the learning process (See Annex 2.26.)
6. Students Agreement Sample (See Annex 2.27.)
7. Sample of Contract Made with Personnel (See Annex 2.28.)
8. The Rule of Selection / Appointment of Academic and Invited Personnel (Annex 2.29.)
9. On site interview

Recommendations:

- Disseminate more freely the Code of Ethics by publishing without protection and more accessible place

<ul style="list-style-type: none"> • Determine and formalize the concept of „conflict of interest“; • The University should seek technological solutions for detecting the plagiarism and theft of intellectual property instead of relying on the human factor; • The personnel should clarify within its procedures for ethics and integrity and implement in its operations that the authors of scientific production (including students' thesis) are legally responsible and held accountable for the originality of their work;
Suggestions
Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Partially complies with requirements

3. Educational Programmes

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

3.1 Design and Development of Educational Programmes
HEI has a policy for planning, designing, implementing and developing educational programmes.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>At this stage the university has developed three educational programs: one-cycle program for to qualify for “Doctor of Dental Medicine” (Georgian and English) and Bachelor's educational program „Physical Medicine and Rehabilitation“. The educational program was created in parallel with the process to obtain authorization to run educational activities. A labour market research, on the one hand, has revealed that educational programs are in demand for labour. This result is also a prerequisite for the purpose to initiate educational activities for the purpose of authorization of the institution.</p> <p>Overview of all materials obtained from HEI has shown, that IMTU has developed regulations and procedures for approving, amending, and closing of educational programs. The University does not have an academic council yet.</p> <p>HEI has a special document that regulates elaboration, approbation, modification and termination processes of educational programs. The document stipulates that planning, designing, and development of programs is a participatory process involving all stakeholders. As mentioned in the SER and clarified during interviews - program elaboration process was based on the labour market survey, priorities identified by the university, IMTU's partner's opinions, specifics of the industry, the best local and international practices in region.</p> <p>Interview's results have shown that, partner universities in Region are not offering program for Dentistry and Rehabilitation in English. These were the main factors motivating IMTU to provide new programs.</p> <p>On the other hand, the employer's involvement in the creation and implementation of educational programs could not be seen during interviews. They mainly promised to encourage more of a practical part of the teaching process rather than theoretical; in addition they did not have information about the syllabuses or the educational programs itself. Programs Design is well done but academics and invited</p>

<p>staff were not properly involved in the process.</p> <p>Credits for Clinical rotations and practical skills represent more than 50 % of the total amount of credits (300 credits).</p> <p>IMTU has rules and procedures for developing individual education plans for students with defined needs. These programs are combination of educational courses/components that foresee different requirements of students, needs and academic training level.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. Rule of Elaborating, Approving, Modifying and Abolished Education Program, Annex 3.1. 2. Labour Market Research, Annex 1.1. 3. Descriptions and syllabuses of the Educational Program - one-cycle program for the qualified dentist (Georgian and English); Descriptions and syllabuses of the Educational Program - English Language Bachelor's educational program „Physical Medicine and Rehabilitation“ Annex 3.2 2. 4. Rule of developing individual education plan, Annex 3.6. 5. Interview results
<p>Recommendations:</p> <ul style="list-style-type: none"> • Ensure a detailed introduction to educationnal programmes for academic and invited faculties. • Improve cooperation with the employers and their involvement in the creation of educational programs.
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p>
<p>3.2 Structure and Content of Educational Programmes</p> <ul style="list-style-type: none"> ○ Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted ○ With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>All three programs of the HEI include guidelines for the application of legislation and the European Credit and Transfer System (ECTS). One-cycle program for the qualified dentist, both programs (in Georgian and English language) are represented by 300 ECTS credits. The English language program for Physical Medicine and Rehabilitation is represented by 240 ECTS credits.</p> <p>The SER and relevant annexes mention that prerequisite to be accepted in the English-language program is the confirmation of the knowledge level of the English language (B2).</p> <p>Learning outcomes are defined for each course and are described in syllabus. Each program curriculum describes distribution of credits, contact hours and hours for independent work. The program description contains also the map of competences. Learning outcomes for certain fields are based on field characteristics and are developed in line with the Qualifications Framework; Individualized</p>

education programs offer students appropriate formats and conditions for teaching-learning and assessment of students with different requirements, special educational needs, and different academic readiness as well as opportunities for adapted environment and appropriate human resources, if required.

In the program of “Doctor of Dental Medicine” 192 credit out of 300 are for clinical rotation and 6 credits for elective courses; In the Program of „Physical Medicine and Rehabilitation“ 209 credits out of 240 concern field teaching and 6 credit for elective courses. The volume of the program component is defined by its content, learning outcomes and specificities of the field.

Staff members of the program “Doctor of Dental Medicine” mentioned, that some books in the syllabus are out dated and they are going to renew materials and provide handouts by translations of latest handbooks.

Regarding the sustainability of activities provided by the program, it is very important to notice that part of academics are working in Tbilisi. Academic staff mentioned during the interviews that they are ready to come on Friday and Saturday to deliver lectures or provide practical training. This kind of schedule includes some risks and may be not convenient for students. The Head of the program „Physical Medicine and Rehabilitation“ is for the first time in a leading position to provide programs.

Some of academic and Invited teacher of these programs met each other for the first time during the authorization site visit. They mentioned their satisfaction regarding the introduction of the activities planned for these programs and for the implementation of new methods of rehabilitation as well.

HEI has requirements for language competences of students, but during interviews part of academic and invited staff could not give their opinion in English; As mentioned during the visit IMTU will plan English language courses for them if they obtain authorization.

During the interviews it appeared that affiliated and invited academic staff were not properly familiar with assessment and teaching methods. However IMTU is planning training courses about new teaching methods as PBL or other pedagogical approaches.

Evidences/indicators

1. Descriptions and syllabuses of the Educational Program - I level program for the qualified dentist (Georgian and English);
2. Descriptions and syllabuses of the Educational Program - English Language Bachelor's educational program „Physical Medicine and Rehabilitation“, Syllabuses of Programs. Annex 3.2 2.
3. The rule for determining language competence (GEO) Annex 3.5.
4. Interview results

Recommendations:

- Review the programs and applicable syllabuses in cooperation with affiliated and invited academic staff of IMTU;
- Ensure adequation of programs with appropriate medical training literature

Suggestions:

Best Practices (if applicable):

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

Evaluation <input checked="" type="checkbox"/> Partially complies with requirements
3.3 Assessment of Learning Outcomes
<p>HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>Assessment system and related regulations are clearly described and are in line with legal acts of Georgia. They comply with Order No. 3 of 5 January 2007 of the Minister of Education and Science of Georgia on Approval of the Rules of Calculation of Higher Education Program Credits. Assessment regulations are available online.</p> <p>Learning outcomes assessment system does not take into consideration specificities of the field. Assessment should be more practice oriented and should include practical clinical skills components in the final exam.</p> <p>According to ITU rules provided, obtaining the credits is possible only upon completion of the topics stated in the syllabus if assessed positively by one of the evaluation methods mentioned below. The credits related to the educational program components have to obtain within one semester.</p> <p>During interviews, academics gave some information about assessment methods, but the answers were not homogeneous. Some people mentioned new methods for further improvement of program and learning outcomes.</p> <p>Programs developed by IMTU do not consider scientific-research component (bachelor thesis, etc.), therefore up to now the university has not planned the implementation and evaluation of this component.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. Studying process regulation Annex 2.26. 2. The instruction of examination Annex 3.7. 3. Descriptions and syllabuses of the Educational Program - I level program for the qualified dentist (Georgian and English); Descriptions and syllabuses of the Educational Program - English Language Bachelor's educational program „Physical Medicine and Rehabilitation “, Syllabuses of Programs. Annex 3.2 2.
<p>Recommendations:</p> <ul style="list-style-type: none"> • Evaluate learning outcome and assesment methods for clinical practice in final exam
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p>

4. Staff of the HEI

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

4.1. Staff Management
<ul style="list-style-type: none"> ○ HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. ○ HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The HR documentation and politics of the university are two of the strongest points at IMTU. HEI has elaborated staff management policy focused on staff development, which includes general principles and rules of staff management; Transparent and objective procedures for hiring employees; Affiliation terms and conditions; Approaches and strategy for the professional development of its staff; Preliminarily defined principles of remuneration and encouragement, which takes into consideration employees performance evaluation results; Procedure ensuring the integration of new employees into work environment and their efficient involvement into the working process; all of the above-mentioned comply with the HR administration world standards, however it's more oriented on the scientific personnel while the administrative personnel lacks attention. Job descriptions are very detailed and organized. The University has defined procedures for selecting/assigning the management and administrative staff. As university states, at this stage the selection was performed using the personal contacts and recommendations.</p> <p>According to the HEI documentation, the university realizes they have social responsibility, which it should follow, though part of the personnel does not realize this role.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. Staff management policy (Annex 4.1.1) 2. University Personnel statistics (Annex 4.1.1) 3. Functions and job descriptions of staff (Annex 4.1.2) 4. Personal files of the staff (Annex 4.1.2) 5. Contract samples of staff (Annex 4.1.2) 6. Results of the interviews with HR Management Service and Law service representatives, Deans and the Heads of the Programs, Academic staff, Self-Evaluation team;
<p>Recommendations:</p> <ul style="list-style-type: none"> • Develop personal management processes for the administrative staff similar to the personal management processes of the academic staff
<p>Suggestions:</p> <p>Consider implementation of several forms of reward/motivational factors, including ones not linked to remuneration.</p>
<p>Best Practices (if applicable):</p> <p>Detailed and well-organized job descriptions.</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p>
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
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>HEI has a workload scheme for academic and invited staff. Lecturers from Tbilisi provide the theoretical content (lectures). Practical courses are handled by local staff (invited lecturers). Most of the academic personnel are involved in educational activities in different universities. Academic staff mentioned during the interviews that they are ready to come on Friday and Saturday to deliver lectures or provide practical training. Currently, considering the number and workload of teaching staff and that Tbilisi personnel conduct only 1-2 week courses ("curation") which means that they need to visit Batumi only for 1-2 weeks in a semester, it is theoretically possible to manage the educational programs. However, limited availability on site could cause difficulties for students. Moreover, changes are required to include research activities, scientific direction and support of personnel in the first place. During the development of programs, IMTU considered the programs' specificities to define the quantity of academic, scientific and invited personnel. The international experience has been taken into account in the recruitment process. Two competitions were held and all possible resources for attracting the personnel were used. It is clear from the interviews, that part of the personnel does not have firm motivation to be affiliated with the university. Moreover, the persons holding high academic positions in Tbilisi, which have successful medical career, the motivational factors are not sharply seen. Currently the University has 18 affiliated persons among the staff (16.3 % of the whole personnel and 47.3% of academic personnel). A document describes the planning process of academic staff.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. University academic, scientific, invited staff workload scheme (Annex 4.2.1) 2. Staff management policy (Annex 4.1.1) 3. University Personnel statistics (Annex 4.1.1) 4. Methodology for planning of student contingent and academic personnel. Annex 2.23. 5. Results of the interviews with HR Management Service and Law service representatives, Deans and the heads of the programs, academic staff, invited staff, Self-Evaluation team;
<p>Recommendations:</p> <ul style="list-style-type: none"> • Develop conditions and processes to ensure involvement of academic staff in research
<p>Suggestions:</p> <p>Develop strategies to attract new personnel</p> <p>Consider strengthening motivational factors for affiliation</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions.</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p>

. 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
<ul style="list-style-type: none"> ○ For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period. ○ HEI ensures the protection of student rights and lawful interests.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university has successfully provided the relevant documentations for obtaining and changing student status, mobility, qualification granting, issuing educational documents and recognition of education received during the learning period on every educational level present. The university plans to timely implement all the above-mentioned procedures in order to protect its students' rights. These regulation documents are in accordance with current legislation, are public and can be reached/obtained by the students and others parties interested on the official website of the university. Even though the information exists, it is not currently fully transparent since a password is required to access the documents.</p> <p>The university gives full information about the mechanisms for protecting the rights and lawful interests of its future students in the presented documentations. It has developed code of ethics, which can also be reached via website. Diverse strategies are created to ensure that students are informed about their rights and obligations, which is also public and accessible for students and those interested. However as mentioned earlier, during the site visit the access was limited by a password.</p> <p>The contract between the university and a student includes all the above-mentioned information, and describes every aspect of both parties' rights and obligations (Including financial), and ways of management of a dispute if any, in detail.</p> <p>In addition, student self-government is planned to be a representative of students' voice and will be responsible for protecting future students' rights.</p> <p>The surveys are also prepared for the future students, in order to obtain their authentic opinion and use the results for further development of the service.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. University degree (see Annex 1.2.) 2. The provision of the Learning process management service (Annex 2.9); 3. Code of Student's Ethics (see Annex 2.24.) 4. The provisions of the Faculty of Health and Care (see Appendix 2.12.); 5. The procedure for the learning process (see draft 2.26); 6. Student's contract sample (see Annex 2.27.) 7. Rules for elaboration, approval and modification of educational program (see Appendix 3.1); 8. Rule for Recognition of Students Acceptance during students mobility and study (see Annex3.4 9. SER document 10. Interview results
<p>Recommendations:</p> <ul style="list-style-type: none"> • Make documentation public and accessible without a password on the official website of the University • Implement all regulations (assignment, suspension and termination of the student status, mobility, qualification granting and recognition of education) in a transparent and fair manner and in line with current legislation.

Suggestions:
Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Substantially complies with requirements
5.2 Student Support Services
<ul style="list-style-type: none"> ○ HEI has student consulting services in order to plan educational process and improve academic performance ○ HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development ○ HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives ○ HEI has mechanisms, including financial mechanisms to support low SES students
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university has developed a strategy for consulting students and supporting them in the educational process and helping them to improve their academic performance. It has also created a system for sending relevant information about the consulting services via mobile as a form of a message and also via website where students can find information about the educational process itself. Above mentioned strategies are all in favour of raising awareness and supplying students with adequate information.</p> <p>University has signed memorandums with several dental clinics, and hospitals for rehabilitation faculty, and also, as mentioned in the SER and during interviews, with career support service manager and future employers.</p> <p>These relations with the professional fields contribute to encouraging the future employability of IMTU students and their career development. Interview results show that career support service staff will encourage the implementation of employment forums, workshops, conferences and individual counselling to provide students with special skills in order to be eligible for internship and practice programs locally and internationally. On the other hand, during the interviews some of the representatives of clinics /employers did not hold the information about Syllabuses, and the process of implementation of internship and practice programmes in correspondence with educational programmes.</p> <p>The future career support service staff plans to trace the employability rate and the qualifications granted, as well as academic development. This service also plans to cooperate with the organizations working in the labour market and employment issues, cooperate with state, non-governmental and international organizations and exchange the information, to participate in thematically relevant activities; The students surveys are prepared to raise the quality of career support service performance.</p> <p>It is planned to raise awareness of the future students about international projects and mobility among - The continuous education centre and “Graduate club” graduate members will search for diverse local and international projects together. International relations service will cooperate with several international universities and increase students’ participation in exchange programs. In addition public relations service will facilitate students’ engagement in exchange programs. Also university plans to contribute to extracurricular activities initiated by students. Surveys to get student’s views are also prepared for this case. The mechanisms for helping low Socio-economic status students is public and accessible. It includes stipends and scholarships for Gold and Silver medal holders, and students with high academic performance of the previous semester, different price rates, especially for students from the same family etc. Surveys are prepared and planned to be carried out. The student support service</p>

does not include psychologist consultation and “Help Desk” mechanisms for the consultation about the study process by the students themselves to the newcomers.

Evidences/indicators

1. University decree (see Annex 1.2).
2. Strategic Development Plan (see Annex 1.4.)
3. Action Plan (see Annex 1.5);
4. Qualification Requirements and Job Descriptions (see Appendix 2.3);
5. Decrees of structural units (see Appendix 2.6. -2.19.)
6. Rules for regulating the learning process (see Annex 2.26)
7. Rule of elaboration of individual curriculum (Appendix 3.6.);
8. Implementation of electronic programs (Appendix 5.1.)
9. SER documents
10. Interview results

Recommendations:

- Carry out all planned student surveys and obtain information for internal quality development.
- Implement student-consulting services.
- Involve the University departments in supporting student initiated projects and extracurricular activities implementation.
- Trace the employment rate, academic development and qualifications granted.

Suggestions:

Increase the quality of the service by implementing “Help desks” and Psychologist consultation service. Institution is encouraged to carry out all the support services for Low socio economic status students and analyse statistical data.

Best Practices (if applicable):

Many connexions with the professional fields for practice

Evaluation

- ☒ Partially complies 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 defence of dissertations which are relevant to the specifics of the field

Descriptive summary and analysis of compliance with the standard component requirements

The IMTU is a teaching University, however as mentioned in SER, research activities after authorization will be one of the priorities. However, the IMTU has no Master or Doctorate Program yet.

Taking into account the challenges of research, the university plans to raise its research potential, it is important to work in several directions. The University wants to strengthen its partnership relations with various organizations. According to documents (annexes: 1.2; 1.7; 1.5) University plans contacting in future with international and national universities and establishing research networks for accomplishment of joint research projects, however its start only from 2020. University also will provide the research funding (annex 1.7) and increase the research support from 10000 (2018) to 20000 Gel each year. In total during 7 years University plans spending 150000GEL on research activities. Additionally, according to the SER and on site interviews, the University will spent 4% of the annual budget on research, however which laboratories or which clinical research will be funded and how this will be allocated is not described yet

However, based on the analysed documentation, as well as the meetings conducted during the site visit, the panel concludes that IMTU has not identified and/or determined any research priorities or fields of focus, and there were no clear answers regarding how the research will inform curriculum development in the future. Academic personnel mentioned during the interviews that their research priorities will be determined by student, for example students choose a topic and professors help to do research in this direction. It is unclear, how professor help if she/he had no research priorities. . Thus, the research-based content in curriculum is minimal and research results will be not integrated in teaching process. Moreover, based on interviews and documents (CVs affiliated academic personnel) panel concluded that IMTU lacks of critical mass to push research activities aiming at economical, technological, industrial or other innovative development. Moreover, the academic personnel did not show where their research articles were published (name of scientific journals, rank of these journals etc.)Thus there was little evidence, of a research culture at the university.

Evidences/indicators

Component evidences/indicators including the relevant documents, interview results, etc.

1. University decree (see Annex 1.2).
2. Strategic Development Plan (see Annex 1.4.)
3. Business Plan (see Annex 1.7.);
4. Action plan (annex 1.5)
5. Samples of contract concluded with personnel (see Annex 2.28.);
6. The rule of appointment / appointment of academic and invited personnel (see Annex 2.29.);
7. Information on the academic activities of academic personnel (Annex 6.1.)
8. Interview results

Recommendations:

- Prepare more clearly a detailed as well as a coherent approach to research activities and their alignment with the university's mission and vision;
- Define the priorities and trends of focus in the research activities conducted at the university;
- Ensure a cogent and realistic focus on research activities and that appropriate faculty development is in place for supervisor and thesis examiner training and mentorship;
- Develop and establish research labs for students;
- Ensure that all curriculum are informed by research and scholarship activities;
- Ensure that research results are integrated in the teaching process;

<ul style="list-style-type: none"> ● Establish new collaborations with research institutes or other universities
Suggestions:
Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Does not comply with requirements
6.2. Research Support and Internationalisation
<ul style="list-style-type: none"> ○ HEI has an effective system in place for supporting research, development and creative activities ○ Attracting new staff and their involvement in research/arts-creative activities. ○ University works on internationalisation of research, development and creative activities.
Descriptive summary and analysis of compliance with the standard component requirements <p>IMTU believes that development of research activities have a significant role in educational process. At the first stage, management of research activities will be delegated to the quality assurance service. However, after the beginning of educational process, a research and strategic development service will be established (see Annex: 1.4, 1.5). The Research Centre, will help to conduct “applied research, especially in health care and in response to challenges in society”. This centre will cooperate with all relevant organizations in the region, country and internationally and will facilitate the implementation of the university public mission. University plans (7 year action plan) to organize trainings on the following topics : a) To write scientific research project; b) Scientific Grant Management; c) Scientific academic skills and other (2019, Annex 1.5).</p> <p>University (Quality Assurance Service) will conduct activities focused on increasing quality of teaching and scientific-research processes at the university. The University has a vision for Internationalization, including internationalization for research.</p> <p>One of the activities of the International Relations Service is to promote the integration of the university in the international educational sphere and developing relations with higher education institutions, research institutes, scientific centres and techno-parks; University membership in international associations and networks and increase of university role; Relations with diplomatic missions accredited in Georgia, international donor organizations, etc.</p> <p>However, IMTU is in the very early stages of internationalization of research as well as integrating research into the business of the university. This area of activity is to be encouraged.</p> <p>As it could be observed during the site visit, the research infrastructure is not developed (no lab or working area as well as equipment), even access to research articles or journals is not available or extremely limited</p>
Evidences/indicators <p>Component evidences/indicators including the relevant documents, interview results, etc.</p> <ol style="list-style-type: none"> 1. The university statute (see Annex 1.2). 2. Strategic Development Plan (see Annex 1.4). 3. Action Plan (see Appendix 1.5.) 4. Pioneering management policy (see Appendix 2.2.) 5. Internal Quality Assurance Policy of the University (see Annex 2.20);

6. The rule of appointment / appointment of academic and invited personnel (see Annex 2.29.);
7. On site interviews
Recommendations: <ul style="list-style-type: none"> • Establish the research support centre which funds adequately research initiatives by a fair and transparent way; • Find external (local and international) partners to collaborate and compete for external funding e.g. Horizon 2020, in order to become established in research; • Increase Research support activities for academic credibility • Develop a strategic approach for the targeted allocation of funding to academics and resources to research for the greatest impact. • To train researchers in the construction of research questions and in methodologies to address these questions and analyse data.
Suggestions:
Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Partially complies 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 <p>The university has not yet evaluated its activities, although the mechanisms for scientific productivity, assessment of staff, are written in university regulations. According to the SER the university will develop and implement an evaluation system for appraising the research activity of academic and invited personnel.</p> <p>Quality Assurance Service, together with the Teaching Process Management and International Relations Service, provide an assessment using the surveys, which contain the question related to:</p> <ul style="list-style-type: none"> ↳ “scientific-research projects/ number of grants according to years and their analysis; ↳ number of publications published on behalf of the university and their analysis; ↳ research on satisfaction of academic staff on the support of the University in scientific research; ↳ funds for financing scientific research according to years and their analysis”. <p>However, during on site visit the panel concluded that the university does not understand clearly how to analyse the quality of research and other research-related activities in terms of effectiveness and efficiency. The meetings also revealed that knowledge about research evaluation system is very scarce. The IMTU need building a research evaluation system in a comprehensive and integrated manner, and knowledge has to be properly disseminated among the academic community. Finally, greater clarity and dissemination are necessary to ensure that academics and administrative personnel at all levels are aware and able to contribute to these developments.</p>
Evidences/indicators <ol style="list-style-type: none"> 1. The university statute (see Annex 1.2). 2. Strategic Development Plan (see Annex 1.4). 3. Action Plan (see Appendix 1.5.) 4. Pioneering management policy (see Appendix 2.2.)

5. Internal Quality Assurance Policy of the University (see Annex 2.20); 6. The rule of appointment / appointment of academic and invited personnel (see Annex 2.29.); 7. On site visit
Recommendations: <ul style="list-style-type: none"> • Elaborate the coherent research development strategy and evaluation mechanism • Develop a strategic approach to identify the nature of research funding in relation to the subjects offered and resources available • Create the research project evaluation rules • Provide faculty professional development and training in developing research skills • Discuss with other universities in order to gain valuable information, so the IMTU can design and steer the setting of priorities for research together with the strategy and policies to underpin this work.
Suggestions:
Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Does not comply with requirement

7. Material, Information and Financial Resources

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

7.1 Material Resources <ul style="list-style-type: none"> ○ The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment. ○ HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system. ○ Health and safety of students and staff is protected within the institution. ○ HEI has adapted environment for people with special needs
Descriptive summary and analysis of compliance with the standard component requirements IMTU did not provide much relevant information regarding standard 7.1 in the SER, but during the site visit in HEI it appeared that the building is rented and has an appropriate extract from the registry. IMTU is located on the 3rd and 4 th floor of the building The entrance is in common with other institutions. IMTU has classrooms for theoretical teaching, administrative offices, space for group work, sanitary/hygienic units, library, laboratory appropriate to the specificities of the field, learning classrooms. A little canteen is available on the 4 th floor. Educational space is equipped with necessary facilities for educational programme, including teaching/ practical component, IT equipment.

For clinical activities, they have contracts with Hospitals and outpatient departments of Batumi for the program „Physical Medicine and Rehabilitation “. For the program of “Doctor of Dental Medicine” there are agreements dentistry clinics. The space seems sufficient for practical work with patient under the supervision of teacher however, there is no space for discussion or learning /teaching activities with students.

Most of the dental clinics are fully equipped and prepared to receive students. Regarding hospitals with rehabilitation practice opportunities, some of them are a bit old and would need some renovations in the space or renewal of equipment to raise their quality (in order to match the relevant criteria for encouraging both practical and theoretical knowledge).

Institution has uninterruptible power supply system; building’s sanitary units have continuous water supply, and cleaned and organized as appropriate. With uninterruptible artificial lights and ventilation; Each classrooms has natural as well as artificial light possibilities.

Institution has regulation of the Logistics and Security Service and Safety and Health Care Rules. Institution has developed fire prevention and safety and order mechanisms, and has appropriate inventory in place;

Fire equipment is located on each floor of the building, in a visible area, without detailed instruction of use, but IMTU has evacuation plans for each floor approved by competent agencies; building has additional emergency exits.

HEI has a medical cabinet equipped with first aid tools, both natural and artificial lights, natural ventilation, and constant supply of cold and hot water;

To maintain order, institution has security video recording and storing facilities installed inside the buildings, throughout the premises;

People with special needs can freely navigate and move around the building; At the entrance of the building there is a Pandus, and, thanks to the elevator, disabled persons can move to the administrative and teaching units of University.

IMTU has specially adapted sanitary unit, for people with special needs (only on the 3rd floor) and is equipped with one-sided helper handle. IMTU can arrange parking lot for people with disabilities, which would enable easy access to the buildings.

There is not enough space in the library, however the construction of a new building is planned and should solve this issue.

Overall it is difficult to determine if material resources of the HEI are sufficient considering that the current infrastructure could accommodate 50 students (starting phase) but a new building is planned as well and could accommodate bigger numbers.

Evidences/indicators

1. Regulation of the Logistics and Security Service (GEO) Annex 2.17
2. Safety and Health Care Rules Annex 7.4.
3. Extract from the registry (GEO)
4. Plan of Evacuation GEO)
5. Acceptance Act of video cameras GEO)

Recommendations: <ul style="list-style-type: none"> • Expand the library space • Organize specially adapted sanitary for people with special needs on both floors of IMTU building
Suggestions:
Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Substantially complies 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 <p>The university provided the documentations certifying the possession of all the inventory and resources present. The library is equipped for approximately 35 people for now. Printers, copy machines, scanners and computers connected to the internet, and library Wi-Fi are all available. The library environment is satisfactory but lacks modernizations, relaxation area. The university created regulations and instructions for using library resources in a rightful way and is planning to deliver the information to their future students and staff members. The mechanisms, planned by the university, to help staff and students in making good use of the library are: orientation meetings, counselling, workshops, and trainings. Electronic catalogue is created and published on the website. Electronic catalogue and Electronic search system, for the time being, can be used by the librarians only, although E- catalogue for students is under the process of development and will be launched soon. The university made an agreement with OpenBiblio, which will provide an integrated library service and a two-day training for the library staff.</p> <p>The books of the library comply and are in line with the core literature of the educational programs, those listed in the syllabi. On the other hand, some of the books are in need of updating to latest versions, in order to encourage the process of learning with modern medical literature. Electronic-books outweigh printed books in numbers. It was mentioned in the documents provided by the university that library possesses approximately 335 printed books, it was not possible to see this amount of printed books during the visit.</p> <p>The library provides international library database links on the official website; This access is also documented. The staff and the students will be given passwords to have access to all the international library databases listed, and use the material to the fullest, in the learning or scientific research activities.</p> <p>As mentioned in the financial documentations, 1930 GEL is calculated for the library information and its service support annually. This is in fact a small amount of money to fully provide the staff and students with diverse and necessary international Medical books; journals for implementation of research/scientific work and achieving the learning process outcomes. Especially research activities, as commonly acknowledged, demand a diverse and big amount of material. The official student satisfaction surveys about the library infrastructure and books provided, are already prepared in order to encourage</p>

the development of the library services and ensure the raise the internal quality.

Evidences/indicators

1. The university statute (see Annex 1.2).
2. Strategic Development Plan (see Annex 1.4.)
3. Business Plan (see Appendix 1.7.)
4. Organizational structure of the University (see Appendix 2.1.)
5. The provision of the library (see Annex 2.13.)
6. The personal case of the personnel of the personnel (see Annex 2.5);
7. Educational programs (see Appendix 3.2)
8. Lease, extract from the registry, drawings (see Appendix 7.1.)
9. Financial documentation (see Annex 7.2.)
10. Rule of Development of Library and Library Resources Development (Appendix 7.6);
11. Agreements with OpenBiblio (Appendix 7.7.)
12. SER documents
13. Interview results

Component evidences/indicators including the relevant documents, interview results, etc.

Recommendations:

- Raise the amount of financial support for the library in order to encourage scientific research development and for increasing the quality of learning-teaching process at the university.
- Purchase the latest versions of the books needed for ensuring the achievement of educational program learning outcomes with modern literature
- Carry out surveys to clarify student's needs regarding the library and associated resources.

Suggestions:

Best Practices (if applicable):

Evaluation

- ☒ Partially complies with requirement

7.3 Information Resources

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

Descriptive summary and analysis of compliance with the standard component requirements

According to the statute of the IT and software support service, IMTU is in position to provide an IT infrastructure relevant, up-to-date and which complies with business processes. It is still a work in progress but some developments are already operational. There is a student portal, connected to finance but also supporting contacts with academics and book reservations. A case management program is developed (but not in function yet). The platform for exams (MCQ and other type of

<p>evaluations) is ready (the students can see their results directly) as well as the possibility to run student's satisfaction surveys (but the questionnaire is missing).</p> <p>A data warehouse is prepared to stock all documents that will be scanned.</p> <p>The developments are mainly done in house by a team of two persons (one hired full time and a consultant)</p> <p>The IT for management processes (including tools for follow up and monitoring of the strategic and action plans) is not fully developed yet. The further development of the IT infrastructure is integrated in strategic and action plans (# 2.4).</p> <p>Reflections about the use of technology in teaching are very basic or preliminary.</p> <p>To some extent the IT infrastructure is in two "layers". The first one is an intranet available to all university users but with no connection with external computers to ensure data protection. Security is enhanced thanks to antivirus's tools. The second layer, using WIFI, allows for connections with outside links but has no connection with the first one. A daily backup is done and an uninterruptible power supply system is available.</p> <p>IMTU has a web page that mostly provides information in Georgian and English concerning all fields of university operations: organization, study programs, enrolment, staff, research, Life-long learning etc. The website provides also information for international students. But it is still a work in progress. In some cases only the title of the sub-menu is accessible without any more information. When there is documentation attached to the menu page, external interested people need a password to be able to download the document. In fact the website is not really open yet.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. SER 2. Statute of IT and software support service (annex 2.18) 3. Strategic Plan (annex 1.4) 4. Action Plan (annex 1.5) 5. Website exploration 6. Interviews
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p>
<p>Recommendations:</p> <ul style="list-style-type: none"> • Fully develop the IT infrastructure in line with the plans
<p>Suggestions:</p> <p>Elaborate on the use of technology in teaching in relation with a global teaching approach ensuring a real pedagogical added value.</p> <p>Consider using well-established platforms for teaching (e.g. Moodle) to save development resources.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>7.4 Financial Resources</p> <ul style="list-style-type: none"> ○ Allocation of financial resources described in the budget of HEI is economically achievable

<ul style="list-style-type: none"> ○ Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans ○ HEI financial resources are focused on effective implementation of core activities of the institution ○ HEI budget provides funding for scientific research and library functioning and development ○ HEI has an effective system of accountability, financial management and control
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>University financial recourses nowadays are based on investments of founders. In future, basically the resources are considered to be received from the tuition fees, however university plans to build a new campus, which should bring the additional revenue as student residential complex will be included on the campus grounds. At this stage, allocation of financial resources described in the budget is economically achievable, sources of funding are diversified ensuring adequate and effective risk management – the according document is designed. Funds available to HEI are adequate and sufficient to effectively perform activities described in strategic and action plans, financial documents certify correctness, fairness and completeness of financial information. HEI financial resources are sufficient for sustainable and further development of learning/teaching and human resources/infrastructure, though not enough for the research development and library. An audit company serves IMTU.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. HEI budget (Annex 7.4.2) 2. Dynamics of funding during last 5 years, financial reports for current/previous reporting periods; (annex 7.4.3) 3. Regulation for the distribution of responsibilities, delegation, and accountability (Annex 7.4.4) 4. Document on implementation of financial management and control system (Policy of introducing the financial management and control system). (Annex 7.4.5) 5. Business Continuity Plan (Annex 2.1.3) 6. Interview results
<p>Recommendations:</p> <ul style="list-style-type: none"> • Increase funding for research programs and library budget
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/></p>