



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

**Medical Doctor
Grigol Robakidze University, School of Medicine**

June 28-29, 2019

Final Report Submission Date – July 31, 2019

Tbilisi
2019

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Grigol Robakidze University, Limited Liability Company
HEI's Identification Code	200002120
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Medical Doctor
Level of Education	one-cycle higher educational programme
Qualification Granted Indicating Qualification Code	Medical Doctor 090101
Language of Instruction	English
Number of Credits	360 ECTS
Programme Status (Authorized/Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Ivana Oborna, MD, PhD; independent consultant, Czech Republic
Member (Name, Surname, University/organization/Country)	Giorgi Gabisonia, MD, Tbilisi Medical Academy, Georgia
Member (Name, Surname, University/organization/Country)	Irakli Gagua, MD, Georgia
Member (Name, Surname, University/organization/Country)	Mariam Tevzadze, student, Georgia

Accreditation Report Executive Summary

▪ General information on the education programme

All pieces of information about intended MD programme were obtained from documents provided by GRUNI as well as during site-visit and interviews. The Self-Assessment Report is written according to the NCEQE standards. There is a set of documents (see below Evidences/Indicators e.g. Educational Program Standards, MD Academic Plan, MD programme, list of Compulsory and Elective courses), which present subjects of study, compulsory and elective courses including number of ECTS, their distribution (lectures, PBL, laboratory work) and methods of assessment. Syllabi also provide information about teachers including contact details. CVs were provided but mainly without clear affiliation to GRUNI.

▪ Brief overview of the accreditation site-visit

The site-visit was held on June 28 in the afternoon when a short tour to visit three health facilities was organised. The next day (June 29) several meetings with representatives of different stakeholders were held. The team of experts also visited clinical skills facilities, library and saw several lecture rooms and an auditorium. The agenda was concluded with presentation of the key findings to representatives of GRUNI.

▪ Summary of education programme's compliance with the standards

The MD programme was evaluated according to the NCEQE Standards for Higher Education and Sector Benchmarks for Medicine. As one aim of the MD programme is the compatibility with WFME BME standards, these standards were also taken into consideration.

GRUNI runs successfully a Dental programme as verified during interviews with alumni, current students and academia. Although several gaps were identified (see below) there is a good opportunity for GRUNI to run the new MD programme successfully.

▪ Summary of Recommendations

1: In agreement with the Aim of the programme (as stated in SER) emphasize the Georgian language skills from the real beginning of the programme to enable students' better communication with patients as well as with staff at clinical settings (Article 4, Par.2a.b).

The timing and content of QA service assessment of MD programme should be stated (after each semester, after each subject). QA service should include also academic and administrative staff opinions into assessment to ensure that flaws will be eliminated. The whole process of communication between QA service and relevant structural entities of GRUNI administration must be specified including timing and competencies.

2: To keep the quality of the education in the proposed MD programme, and in relation to proposed goals and learning outcomes it is recommended to: declare the maximum size of groups of students for each kind of teaching (e.g. PBL, bedside training), carefully consider number of students admitted with regards to facilities and academic staff, prove English proficiency, specify conditions for transfer students, be highly selective in the transfer students when it becomes part of the programme.

GRUNI or Medical School should provide OSCE training for relevant affiliated/invited staff

3: An active support of the development of a student association is highly recommended. GRUNI provides several educational programmes thus establishment of students organizations in different fields (medicine, business ...) can be taken in consideration.

The University website must contain update information about all centres including contact-hours and people in charge.

GRUNI website should provide the same piece of information in Georgian and in English.

4: The key condition to run successfully any MD programme is qualified and competent academic staff. There must be enough staff to ensure not only teaching but also other related activities, e.g. research. GRUNI must reconsider its approach to academic staff and increase number of staff on permanent, ideally full-time contract to better balance affiliated/invited staff ratio.

The student/teacher ratio must be stated for each teaching method (e.g. PBL, bedside training).

Regarding teaching staff affiliation, GRUNI should provide a written prove of readiness of those staffs to work for GRUNI including workload in percentage.

Then careful calculation must be performed to ensure that proper teaching and clinical training is provided. **Optimal calculation gives full time equivalent (FTE).** An FTE is the hours worked by one employee on a full-time basis. The concept is used to convert the hours worked by several part-time employees into the hours worked by full-time employees. On an annual basis, an FTE might be considered to be 2,080 hours, which is calculated as: 8 hours per day x 5 work days per week x 52 weeks per year = 2,080 hours per year. When a Medical school employs a significant number of part-time staff, it can be useful to convert their hours worked into full time equivalents, to see how many full-time staff they equate to. It is highly recommended to use FTE from the real beginning of the MD programme and carry out recalculation for each term. It should be used for invited staff where only contact hours are calculated but also for affiliated staff where just hours appropriate with teaching have to be calculated.

As mentioned in 2.1 with regards to current staff, maximum size of the student body for planned MD programme if 50 for minimum of three years.

Timeline for academic staff training has to be prepared. Also for those who already underwent training refreshment training should be in place. Special attention should be paid to OSCE.

Number of simulators/mannequins should gradually increase.

A wide portfolio of online databases during the course duration should be ensured.

Widen and cultivate cooperation with hospitals/healthcare facilities where clinical training will be provided to ensure that whole spectrum of clinical courses in MD program is covered.

Patient agreement for international students has to be prepared and patient's participation as standardized patient in OSCE examinations should be solved.

Any budget based only or mainly on student fees is vulnerable to changes/ reversals. The other financial sources should be identified.

Clear GRUNI policy concerning the MD programme backup and funding must be stated for minimum of six years (the length of the MD programme).

A transparent budgetary plan for the MD programme including resource allocation for student support should be in place.

5: Information about QA activities must be available on the website as well in English.

■ **Summary of Suggestions**

2.2 To achieve the best performance of all stakeholders in place, as well as of QA staff, the detailed schedule of the whole semester programme including names of particular affiliated/invited staff, timing, place and number of relevant groups of students should be available at latest at the beginning of the semester to enable continual evaluation of several QA parameters (e.g. student/teacher ratio, facilities and their occupancy) etc. The new MD programme thus will have an excellent opportunity to be evaluated from the real beginning of its establishment. That is in a full agreement with current strategies of medical schools in the EU.

The role of human microbioma and genetic counselling could be implemented to related subjects in particular modules.

Attention should be paid to the medical terminology used in present written materials e.g. "Operative Surgery" (it assumes that also non-operative surgery exist), "Stoma care", "Medicines management – Rectal, Vaginal, Ophthalmic, Nasal, Otic administration", "the lector gathers the made mistakes and make comments in front of the children" etc.

2.3: Widen and maintain the portfolio of online databases during the course duration
Also, these databases provide strong ground for research opportunities

3.1: From the beginning of the MD programme GRUNI should pay attention to extracurricular activities to promote contacts between Georgian and foreign students.

The policy about students with disabilities should be established in agreement with MD programme content and learning outcomes.

5.1: The clear scheme about responsibilities/accountabilities and timing should be in place to ensure that the QA of teaching and of learning environments remain independent.

The role of QA Coordinator has to be clearly defined.

5.2: Timeline for external evaluation including relevant areas for evaluation should be prepared.

- **Summary of best practices - NA**
- **In case of accredited programme, summary of significant accomplishments and/or progress - NA**

Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The Aim of the programme is well formulated with clear links between the GRUNI mission, the programme goals and needs/requirements of <u>local</u> as well as global market/society. The learning outcomes emphasize practical application of knowledge in patient counselling including assessment of patient psychological status which is closely connected not only with training in medical ethics and psychology but mainly with the language proficiency. List of other skills fully cover requirements and is based on ethical values and respect of individual autonomy thus in agreement with GRUNI values. The programme is aligned with ECTS. Learning outcomes are based on National MD Programme Benchmarks adopted in 2017 by Georgian National Center for Educational Quality Enhancement.
Evidences/indicators <ul style="list-style-type: none"> ○ Education Programme Standards ○ The Map of Aim and Learning Outcomes of the MD programme ○ Sector Benchmarks of Higher Education - Medicine ○ SER ○ Website ○ Interviews
Recommendations: Non-binding recommendations for programme development
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

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

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.2. Programme Learning Outcomes

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

Descriptive summary and analysis of compliance with standard requirements

The program learning outcomes (LOs) are clearly and logically distributed, emphasize practical application of knowledge in patient counselling including assessment of patient psychological status which is closely connected not only with training in medical ethics and psychology but mainly with the language proficiency. List of other skills/ competencies fully covers requirements and is based on ethical values and respect of individual autonomy. In SER is stated that QA service will analyse student surveys data. LOs are achievable and suggested methods for assessment are well measurable, but it is necessary to evaluate it only when it is put in place. The Learning Outcomes Map and Learning Outcomes' Indicator by Disciplines may serve as a useful tool for the LO assessment.

Evidences/indicators

- Education Programme Standards
- The Map of Aim and Learning Outcomes of the MD programme
- Sector Benchmarks of Higher Education – Medicine
- Learning Outcomes' Indicator by Disciplines
- Program Assessment Plan
- SER
- Website
- Interviews

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

Programme's Compliance with Standard

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

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

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

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none">○ Admission requirements are in agreement with Georgian legislation.○ As the language of the programme is English, the English proficiency (usually B2 level as minimum) must be a part of the admission preconditions, including the level and kind of certificate required.○ The GRUNI “Methodology for determining student contingent” is inapplicable for MD programme (Article 25; 1, Educational Programme Standard). Student intake is closely related to the quality of education, thus the size of the student intake must be in relation to its capacity <u>at all stages of the programme</u> (WFME, BME Standards). GRUNI does not have any teaching hospital, moreover all clinical teaching/ bedside training will be held in different kind of health facilities. Preferably they should have long term agreements with all these facilities to ensure the sustainability of the programme.○ Student admission should be held just once a year to ensure the quality for clerkships as there is a clear dedication of subjects to particular semesters/ departments.○ Number of students admitted should not exceed 50 per year regarding laboratory equipment.○ Concerning the transfer of students, there is not a clear link in the SER which states that “Regulations for student status and teaching process” is provided on the website. The correct name of this part at the website is “Provision for Student Status and Educational Process”. The statement of preconditions for enrolment in Educational Programme Standards is vague (Components and assessment methods based on the criteria to determine the applicability of the applicant's degree for studying and achieving the results). For the MD programme it must be in line with WFME BME standards for quality improvement. It is highly recommended not to enrol transfer students at least for the first three years of the implementation of the programme. Then the percentage of transfer students should not exceed 5 % in each study year. Criteria for transfer students must be clearly stated, including e.g. maximum length of break before enrolment, credit recognition, ways of evaluation of knowledge (MCQ test, oral exam) etc.
Evidences/indicators <ul style="list-style-type: none">○ Sector Benchmarks of Higher Education – Medicine○ MD program – GRUNI Academic Program○ SER○ Educational Programme Standards

<ul style="list-style-type: none"> ○ Website ○ Interview with QA and administration
Recommendations: <ul style="list-style-type: none"> ○ To keep the quality of the education in the proposed MD programme, and in relation to proposed goals and learning outcomes it is recommended to: prove English proficiency, specify conditions for transfer students including knowledge of Georgian language be highly selective in the transfer students when it becomes part of the programme
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable): NA
In case of accredited programme, significant accomplishments and/or progress: NA
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.2 Educational Programme Structure and Content
Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The programme is divided into two, Initial (30 credits) and Clinical Medical (330 credits) stages, and mainly consists of modules with some good features of horizontal and vertical integration. With regards to the Aim of MD programme, the Georgian language course <u>must</u> be a part of obligatory components, preferably from the real beginning of the study. For Georgian students there must be another obligatory foreign language component (e.g. English C1 or other foreign language course). 330 credits are dedicated to obligatory courses and 30 credits to elective ones. Twenty elective courses are offered from the third semester onwards in the sum of 54 credits which seems to be

<p>satisfactory for the introductory phase. Each credit is calculated for 25 hours.</p> <ul style="list-style-type: none"> ○ The MD Academic Plan covers most areas including public health, medical psychology, bioethics, communication skills and research. ○ Apart from the above mentioned comments, the programme structure seems to be consistent with programme content and learning outcomes, in case that the Georgian language will be implemented as an obligatory course. ○ Particular attention should be paid to the continual development of a simulation centre and to an increase in number/renewal of manikins/simulators. ○ The programme is modular with a clear dedication of subjects to particular semesters (e.g. Obstetrics – semester X, Gynaecology – semester XI). Those subjects will be often taught at the same department, thus student admission should be held just once a year to ensure the quality, particularly for clerkships.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Sector Benchmarks of Higher Education – Medicine ○ MD program – GRUNI Academic Program ○ SER ○ Syllabi ○ MD Academic Plan ○ Teaching Methods/Learning Outcomes Map ○ Website ○ Interview ○ Educational Programme Standards
<p>Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standard.</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ To achieve the best performance of all stakeholders in place, as well as of QA staff, the detailed schedule of the whole semester programme including names of particular affiliated/invited staff, timing, place and number of relevant groups of students should be available at latest at the beginning of the semester to enable continual evaluation of several QA parameters (e.g. student/teacher ratio, facilities and their occupancy) etc. The new MD programme thus will have an excellent opportunity to be evaluated from the real beginning of its establishment. That is in a full agreement with current strategies of medical schools in the EU. ○ The role of human microbioma and genetic counselling could be implemented to related subjects in particular modules. ○ Attention should be paid to the medical terminology used in present written materials e.g. “Operative Surgery” (it assumes that also non-operative surgery exist), “Stoma care”, “Medicines management –Rectal, Vaginal, Ophthalmic, Nasal, Otic administration”, “the lector gathers the made mistakes and make comments in front of the children” etc.
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p>

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

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 Course

- Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;
- Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The student learning outcomes of each compulsory course are in line with the national benchmarks of competencies and program learning outcomes, in case that the Georgian Language is implemented in the programme. As the aim of the programme is to prepare specialists based on the requirements of the local market as well as a global one, the programme should include Georgian language as a compulsory subject. Besides the programme aim, the language course will also help international students to integrate better with local colleagues, teachers and the society, as well as understand the needs of patients. Moreover, it will promote the Georgian culture all over the world.

The students are well equipped to complete the mandatory and auxiliary literature list that are mentioned in the syllabi, as the university offers an extensive database with access to for example Cambridge Journals, the New England Journal of Medicine and BioOne. Also, these databases are essential for small group work, like PBL sessions, because it teaches how to use these kinds of research sources. It is important that the university keeps investing in these online databases.

Evidences/indicators

- SER
- Syllabi
- MD program – GRUNI Academic Program
- MD Academic Plan
- Teaching Methods/Learning Outcomes Map
- Sector Benchmarks of Higher Education - Medicine
- Website

<ul style="list-style-type: none"> ○ Interview ○ Educational Programme Standards
Recommendations: <ul style="list-style-type: none"> • In agreement with the Aim of the programme (as stated in SER) emphasize the Georgian language skills from the real beginning of the programme to enable students' better communication with patients as well as with staff at clinical settings (Article 4, Par.2a.b).
Suggestions for programme development: <ul style="list-style-type: none"> ○ Widen and maintain the portfolio of online databases during the course duration ○ Also, these databases provide strong ground for research opportunities
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.4 The Development of practical, scientific/research/creative/performance and transferable skills
Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements <p>Based on Benchmark requirements, the right techniques of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, as mentioned in the syllabi, is in place. The school has to pay attention to use the outlined technique in the proper way. There is a positive prerequisite, as the school already organised a course for teachers how to use PBL technique. The school should continue in its policy to educate teachers in this way. As already mentioned GRUNI offers a database with access to Medline; Health Source, EBSCO, Cambridge Journals, NEJM and BioOne and should keep investing in it.</p>

Evidences/indicators <ul style="list-style-type: none"> ○ SER ○ Sector Benchmarks of Higher Education – Medicine ○ MD program – GRUNI Academic Program ○ Syllabi ○ Website
Recommendations: Non-binding recommendations for programme development
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.5 Teaching and learning methods
Programme is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.
Descriptive summary and analysis of compliance with standard requirements <p>According to syllabus SCL methods are well planned. It is mainly related to an optimal student- teacher ratio which must be clearly defined for each technique, namely for “Problem based learning”, “Case-based Clinical Reasoning”, “Bedside teaching” and “Discussion” before the programme launched. The University plans to support widely student research by attendance in student conferences and successively opening of research labs for students. That should be widely discussed with academic staff and then implemented to the Action Plan. Electronic teaching via an electronic portal NEXUS is also mentioned ensuring communication between academic staff and students in case of transient disability.</p>
Evidences/indicators <ul style="list-style-type: none"> ○ Sector Benchmarks of Higher Education - Medicine ○ SER

<ul style="list-style-type: none"> ○ Syllabi ○ Website ○ Interview with GRUNI administration and head of MD programme
Recommendations: Non-binding recommendations for programme development
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.6. Student Evaluation
Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ The assessment system is divided into two forms - intermediate and final one. Sum of results gives final assessment with the minimum margin of 51% and maximum of 100%. ○ Different methods are used for an assessment - tests, quizzes, presentations, theses, laboratory work, simulation tasks, OSCE etc., where each has its own share. As OSCE is mentioned as one method of assessment, it is of utmost importance to educate relevant academic staff about OSCE and how to implement it altogether and not only some parts of it. ○ GRUNI has to pay attention to reliability and validity of each assessment modality including criteria and description of specific competencies.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Sector Benchmarks of Higher Education - Medicine ○ SER ○ Syllabi ○ Interview with QA staff and students of Dentistry programme

Recommendations: Non-binding recommendations for programme development
Suggestions for programme development: GRUNI or Medical School should provide OSCE training for relevant affiliated/invited staff
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

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

3. Student achievements and individual work with them

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

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

Descriptive summary and analysis of compliance with standard requirements

- GRUNI runs Career Centre (http://www.gruni.edu.ge/other_content/index/345/1446185793) but information is available only in Georgian. The proper analysis of the activities of GRUNI regarding professional and career development cannot be done. Moreover, website in Georgian and English should provide the same piece of information.
- In SER are mentioned Student Service Center, Integration Center, and Scientific Research Center. There is neither link to Student Service Center nor to Scientific Research Center at the GRUNI website, there is a page about international integration where the last piece of information is from 2009. Then, there is a question where will students get information about international mobility, employment opportunities, international scientific projects and conferences.
- Current students and alumni of the Dental programme were met. Both were satisfied with the quality of education regarding consultations and support. They did not express any troubles with administrative or academic staff.
- There is neither students' organization nor students' governing body which could help students to solve any problems arising or bring their voice to the GRUNI Management.
- There is no clear policy with regards to students with different kind of disabilities

- **Recommendations:**
An active support of the development of a student association is highly recommended. GRUNI provides several educational programmes thus establishment of students organizations in different fields (medicine, business ...) can be taken in consideration.
- The University website must contain update information about all centres including contact-hours and people in charge.
- GRUNI website should provide the same piece of information in Georgian and in English as the MD programme is intended as the English one. All students have to have the same opportunity to get the same service

Suggestions for programme development:

- From the beginning of the MD programme GRUNI should pay attention to extracurricular activities to promote contacts between Georgian and foreign students.
- The policy about students with disabilities should be established in agreement with MD programme content and learning outcomes.

Best Practices (if applicable):

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

Evaluation

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

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

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

4.1 Human Resources

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

Descriptive summary and analysis of compliance with standard requirements

- The staffs on permanent contracts are selected according to their experience in learning and teaching. Although the university does not conduct demonstration lecture to confirm the English language competencies of the selected staff, they are checking their competences based on their prior involvement in English language programmes or on the basis of existing certificates.
- The system for recruitment and selection of invited staff were not as clearly articulated as for the affiliated and academic staff. The salaries for invited staff are based on contact hours.
- On the question of suitability of academics teaching on the MD programme (English), a perusal of the curriculum vitae supplied would suggest that they are competent to deliver the curriculum, although **no information regarding their affiliation with GRUNI were present in their resumes.**
- Methodology of determining the number of academic, scientific, and invited staff in relation with students was not mentioned in written materials, during interviews different ratios were given (from 34/1 to 18-16/1). Also it was not fully explained how the ratios were calculated in terms of the MD programme specific needs, in terms of teaching methods identified in the curriculum (PBL sessions, bedside teaching, small group discussions). In regard of the academic, scientific, and invited staff - student ratio GRUNI has a plan to increase number of students from starting 100 to 200 in 3 year time with only tiny increase in staff hired for teaching. At this point the university has a ratio of 14 affiliated and 51 invited staff (22% / 78 %). Also there were only one staff (affiliated or invited) assigned to majority of subject with no substitutes identified.
- In the MD Academic Plan many teaching staffs are stated repeatedly as guarantee of the particular courses (e.g. biologist Marina Nebieridze (in Module 1 mentioned as Madona Nebieridze) is stated in MED 104C, 109C, 115C, 116C, 120C, 125C courses which are taught in all from the first to the fifth semesters; two Mzia Tsiklauri (paediatrician and biologist) are stated in MED 106C, 111C, 118C, 121C, 122C, 126C, 127C, 161C courses which are taught from the second to the fifth semesters and in the 10th semester). With regards to number and workload of teaching staff the number of student body must be restricted for minimum of first three years of the program running.
- The main concern with significant numbers of affiliated and invited staff is their involvement in other universities MD programmes as either academic or invited staff, this could potentially poses problem in terms of distribution of workload between different universities and taking into consideration GRUNIs plan on increasing the number of students from initial 100 to 200 yearly

<p>intake in 3 years. In terms of invited staff, owing to the temporary nature of their contracts, it presents a potential risk to the medicine programme, especially if they are responsible for significant courses, because this could affect the viability of the MD programme</p> <ul style="list-style-type: none"> Planned enrolment quotas are not realistic with regards to the academic staff and teaching facilities. Moreover, the maximum size of students group for different kind of teaching (PBL, Group/Practical Work) is not stated in SER. The GRUNI “Methodology for determining student contingent” is inapplicable for MD programme (Article 25; 1, Educational Programme Standard). Student intake is closely related to the quality of education, thus the size of the student intake must be in relation to its capacity <u>at all stages of the programme</u> (WFME, BME Standards). GRUNI does not have any teaching hospital, moreover all clinical teaching/ bedside training will be held in different kind of health facilities. Preferably they should have long term agreements with all these facilities to ensure the sustainability of the programme. GRUNI has a dedicated department for staff training and development, with an establish plan of training for both affiliated, invited and administrative staff.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> SER Educational Programme Standards Interviews with Stakeholders Personal files of affiliated, academic, invited, administrative and support personnel
<p>Recommendations:</p> <ul style="list-style-type: none"> The key condition to run successfully any MD programme is qualified and competent academic staff. There must be enough staff to ensure not only teaching but also other related activities, e.g. research. GRUNI must reconsider its approach to academic staff and increase number of staff on permanent, ideally full-time contract to better balance affiliated/invited staff ratio. The student/teacher ratio must be stated for each teaching method (e.g. PBL, bedside training). Regarding teaching staff affiliation, GRUNI should provide a written prove of readiness of those staffs to work for GRUNI including workload in percentage. Then careful calculation must be performed to ensure that proper teaching and clinical training is provided. Optimal calculation gives full time equivalent (FTE). An FTE is the hours worked by one employee on a full-time basis. The concept is used to convert the hours worked by several part-time employees into the hours worked by full-time employees. On an annual basis, an FTE might be considered to be 2,080 hours, which is calculated as: 8 hours per day x 5 work days per week x 52 weeks per year = 2,080 hours per year. When a Medical school employs a significant number of part-time staff, it can be useful to convert their hours worked into full time equivalents, to see how many full-time staff they equate to. It is highly recommended to use FTE from the real beginning of the MD programme and carry out recalculation for each term. It should be used for invited staff where only contact hours are calculated but also for affiliated staff where just hours appropriate with teaching have to be calculated. As mentioned in 2.1 with regards to current and planned staff as stated in SER is recommended a maximum size of the student body for planned MD programme as 50 for minimum of three years. Declare the maximum size of groups of students for each kind of teaching (e.g. PBL, bedside training), carefully consider number of students admitted with regards to facilities and academic staff.
<p>Suggestions for programme development: Non-binding suggestions for programme development</p>

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

4.2 Professional development of academic, scientific and invited staff
<p>➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</p> <p>➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</p>
Descriptive summary and analysis of compliance with standard requirements <p>o GRUNI has a dedicated department for staff training and development, with an establish plan of training for both academic and invited staff. Every semester each staff member undergoes a training course for 10 hours. Although taking into consideration the heavy usage of PBL teaching methods in the curriculum, the university has conducted a PBL training session for about 13 academic staff members.</p> <p>o There was no training planned to bust the research skills of the academic and invited staff.</p> <p>o No trainings about OSCE were conducted for relevant affiliated/invited staff.</p>
Evidences/indicators <p>o SER</p> <p>o Educational Programme Standards</p> <p>o Interviews with Stakeholders</p>
Recommendations: Non-binding recommendations for programme development
Suggestions for programme development: <p>o Timeline for academic staff training has to be prepared. Also for those who already underwent training refreshment training should be in place. Special attention should be paid to OSCE.</p>
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

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

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.3. Material Resources

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

Descriptive summary and analysis of compliance with standard requirements

- o During the visit NCEQE team were given a guided tour of the GRUNI and were very impressed by the clinical skills facilities (mainly for current Dental programme) and the plans for configuration for more pilot trials of the OSCE. The clinical skills laboratories are equipped appropriately so that students are able to learn the skills before entering the clinical setting and contact with patients. The clinical skills centres for MD programme have limited amount of simulators and mannequins for practicing these techniques in case that number of students will increase soon. Also the university has laboratories for study and laboratories for practical sessions in the biosciences. It is not clear to which proportion the existing laboratories will be used for MD program. There are no dedicated scientific research laboratories dedicated for the MD programme.
- o GRUNI has established sufficient libraries resources, both in terms of reading halls and computer classrooms equipped with relevant software. With regards to the library and learning resources, much of this material is available online so accessible remotely for students and staff. The library management liaises with academics regarding review of library stocks and databases. The medical journals are access chiefly online via databases.
- o Laboratory devices (e.g. number of microscopes) as well as number of simulators/manikins (mainly one of each) is very limited. Regarding QA, number of students admitted should not exceed 50 per year.
- o **The main concern regarding resources necessary to operate effective MD programme are the clinical bases. There are an inadequate number of large hospitals (currently two) without indication which subjects will be taught in set hospitals. Staffs of the hospitals which are planned to teach the students are also affiliated with other MD programmes, and it was unclear whether they would be able to cope with the additional workloads from GRUNI. It was not defined by the university or by the staff of set hospitals what would the maximum number of students which those hospitals could provide clinical practice for.**
- o For teaching only one potential staff member was identified for each clinical course and there were no substitutes identified, furthermore some of potential teaching staff serves as guarantee for several courses. Moreover, Memorandum of understanding with the largest hospital is signed just for a year not for proposed 10 years.
- o Also, there were no patient agreement for international students and patient's participation as

standardized patient in OSCE examinations.
<ul style="list-style-type: none"> ○ Evidences/indicators ○ SER ○ Interviews with Stakeholders ○ Study auditoriums ○ The Center for clinical skills ○ Study laboratories ○ Memorandums of mutual cooperation with clinics ○ Visits to Library, physical and technical resources ○ Access to international electronic library databases ○ Compliance of library books with core literature indicated in educational programmes ○ Documents certifying involvement in international electronic library database
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Number of simulators/mannequins should gradually increase ○ The time schedule about utilization of existing laboratories for different programs should be in place ○ A wide portfolio of online databases during the course duration should be ensured ○ Widen and cultivate cooperation with hospitals/healthcare facilities where clinical training will be provided to ensure that whole spectrum of clinical courses in MD program is covered ○ Patient agreement for international students has to be prepared and patient's participation as standardized patient in OSCE examinations should be solved.
<p>Suggestions for programme development: Non-binding suggestions for programme development</p>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

4.4.Programme/faculty/school budget and programme financial sustainability
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ Student fees were identified as the main source of funding to run the new MD programme, and no other funding mechanisms were identified, the student fees for the MD programme (English) are 4500 US dollars per academic year. ○ The budget is calculated on the basis of 16 students per academic year and the income is equal to the expenditure, which lead to missing backup for the faculty to run uninterrupted. The Rector identified that the university is willing to provide funds to sustained MD programme if such need arises, but not clear for how much funds and for how long. It was difficult for the visiting NCEQE team to ascertain whether the budget for the medicine programme was economically viable for enabling the core activities of the Faculty.
Evidences/indicators <ul style="list-style-type: none"> ○ SER ○ MD program – GRUNI Academic Program ○ Interviews with Stakeholders ○ Medical Programme Budget
Recommendations: <ul style="list-style-type: none"> ○ Any budget based only or mainly on student fees is vulnerable to changes/ reversals. The other financial sources should be identified. ○ Clear GRUNI policy concerning MD programme backup and funding must be stated for minimum of six years (the length of the MD programme). ○ A transparent budgetary plan for the MD programme including resource allocation for student support should be in place.
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

5.1 Internal quality

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

Descriptive summary and analysis of compliance with standard requirements

- For monitoring and assessment process of the programme GRUNI follows regulation of educational programme standard, by which it is defined programme implementation and monitoring and assessment rules.
- Based on this rules, monitoring and 40 assessing mechanism becomes active, as soon as the programme starts functioning. It assures programme's compliance with labour and educational market demand and its quality assessment.
- Feedback from students could be received through portal called Nexus where students are able to raise their concerns as well as evaluate academic and invited staff. This process was well described during interviews with students and Alumni of Dental programme.
- Based on this, monitoring an assessment process includes the following: Analysing of the labour market and customer demand with surveys and direct contact with potential employers and partner organization.
Satisfaction level of academic performance, mobility results and correlation result of leaving and coming students, by providing the relevant reasons are analysed as well.
- QA team organizes the monitoring and assessment processes, which alongside with the academic and administrative personnel plans and defines the schedule, methodology and technics for quality control.
- Internal assessment and monitoring process continues for three years.
- The assessment results are analysed and discussed by a joint Committee of the Programme, Employment and Graduates' committees. The joint committee also evaluates the quality of

<p>programme implementation process and guidelines for those issues than need to be improved. The timeline of meetings and evaluation is missing.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ SER ○ Education Programme Standards ○ Interview with head of QA at GRUNI and head of QA the Medical School, affiliated and invited staff ○ Regulatory policy of the Quality Assurance Center ○ Quality Assurance Mechanism ○ Scheme for the educational programme of Medicine
<p>Recommendations:</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ The clear scheme about responsibilities/accountabilities and timing should be in place to ensure that the QA of teaching and of learning environments remain independent. The role of QA Coordinator has to be clearly defined. ○ The timing and content of QA service assessment of MD programme should be stated (after each semester, after each subject). QA service should include also academic and administrative staff opinions into assessment to ensure that flaws will be eliminated. The whole process of communication between QA service and relevant structural entities of GRUNI administration must be specified including timing and competencies.
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p>X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

5.2 External quality
Programme utilizes the results of external quality assurance on a regular basis.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The panel was provided with evidence of the GRUNI efforts to involve experts from other institutions in the review of the MD programme. ○ The evidence of an external assessment of the programme was given ○ During interview it was mentioned that suggestions given by the external assessment groups were used for the improvements of the programme. ○ It was also mentioned that periodic external quality monitoring from experts is planned for the MD programme but without clear timeline.
Evidences/indicators <ul style="list-style-type: none"> ○ External evaluators' reports ○ Interview with Head of programme ○ Interview with Quality Assurance Team
Recommendations:
Suggestions for programme development: <ul style="list-style-type: none"> ○ Timeline for external evaluation including relevant areas for evaluation should be prepared.
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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

Descriptive summary and analysis of compliance with standard requirements

- The internal monitoring and assessment will start when the MD programme will be launched. During interview it was revealed that QA team organizes monitoring and assessment procedures alongside with programme participant personnel, defines monitoring frequency and choose assessment methods.
- Plan for evaluation includes students' satisfaction survey, student assessment of particular study course and relevant teachers, attendance of teaching by QA staff, interview with graduates, employers and in depth interviews.
- Joint committee of potential employers and graduates analyse, discuss and evaluates reports and makes recommendations about programme improvement. The Programme committee is in charge for corrections of the MD programme based on the Joint committee recommendations which will be reflected in the next year's evaluation report. The monitoring cycle for the learning outcomes is three years. In the frame of the cycle, annual evaluation of the programme takes place in accordance with objectives.
- Programme assessment is based on: student surveys, programme self-evaluation by lecturer, and overall assessment of the program.
- As the MD programme is intended to be held in English, all relevant pieces of information including AQ activities have to be available on the website for all – future and current students, alumni, international staff or those just interested. If "Quality" or "QA" or "Quality assessment" is tried to find on the GRUNI website, there is nothing about apart from three videos which are not related to QA (see <http://www.gruni.edu.ge/search/video?search=QA>).

Evidences/indicators

- Interview with Head of the programme, QA team, students and alumni of Dental programme
- Regulation policy of the QA Service Center
- Mechanics for the quality assurance
- Regulatory policy of the educational program
- Standard Order of Quality Assurance
- Plan for evaluation of the educational program of medicine
- External evaluators' reports)
- Comparison card the analogical/same programs

Recommendations:

- Information about QA activities must be available on the website as well in English

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

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

☐ Complies with requirements

<p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
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Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI's Name: Grigol Robakidze University, School of Medicine

Higher Education Programme Name: Medical Doctor

Number of Pages of the Report: 30

Programme's Compliance with the Standard

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

Expert Panel Chair's Ivana Oborna, signature



Expert Panel Members' signatures

George Gabisonia, Irakli Gagua, Mariam Tevzadze

