



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Accreditation Expert Group Report on Higher Education Programme**

**One-cycle Programme:  
Medical Doctor  
LEPL-Batumi Shota Rustaveli State University**

Date(s) of Evaluations: 23-24 October 2019

Report Submission Date: 2 November 2019

Tbilisi  
2019

## HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LEPL Batumi Shota Rustaveli State University
HEI's Identification Code	245428158
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	MD Programme
Level of Education	one cycle programme
Qualification Granted Indicating Qualification Code	0912
Language of Instruction	English
Number of Credits	360
Programme Status (Authorized/ Accredited/New)	Accredited 07.11.2014

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Marika Falcone University Vita-Salute San Raffaele, Milan, Italy
Member (Name, Surname, University/organization/Country)	Marika Toidze, Davit Tvildiani Medical University, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Elene Khurtsidze New Vision University, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	
Member (Name, Surname, University/organization/Country)	

## Accreditation Report Executive Summary

### ▪ General information on the education programme

The International MD Programme of the Batumi State University is a well-established programme with clear training objectives and a modern evidence-based medicine teaching approach. The MD Programme was accredited in 2014 and started in the academic year 2015-2016 with 625 students enrolled at the present time. The Programme provides a total of 360 credits and possesses a competitive edge compared to other European International MD Programme with a very good capacity to attract foreign students (100% International Applicants). The Batumi University has all the necessary infrastructure to carry out this MD Programme including collaborations with several Regional Hospitals and Research Centers where the international students receive good quality training in medicine.

### ▪ Brief overview of the accreditation site-visit

The Accreditation site-visit was well organized and this Review Panel had the opportunity to evaluate the high quality of training, infrastructure and commitment of the Academic Staff and invited Lecturers involved in this International MD Programme. Interviews with all relevant stakeholders properly informed the Review Panel on the rules and achievements of the Programme.

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

The Programme fully comply with the Accreditation Standards for Higher Education Programmes of the National Center for Educational Quality Enhancement of Georgia. All standards for accreditation presented in the SER and in the attached documents comply with the requirements.

### ▪ Summary of Recommendations

The Review Panel has no specific recommendation for this MD Programme.

### ▪ Summary of Suggestions

1. The Basic Research Activities of the Programme could be improved both qualitatively and quantitatively and the students' involvement in such activities should be enhanced.
2. Acquisition of transferable skills is properly considered, however some additional courses in project management, data protection and management and entrepreneurship could add value to this International Programme.
3. Although it is not required by National Rules, the implementation of an entrance exam that requires some knowledge in basic sciences such as chemistry, physics and mathematics is suggested.

### ▪ Summary of best practices (If Applicable)

na

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

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

- The Programme objectives are very well defined and in line with most EU-based MD programmes.
- The Programme objectives fully comply with the Accreditation Standards for Higher Education Programmes of the National Center for Educational Quality Enhancement of Georgia
- The scientific knowledge and medical competencies that the students will acquire through this programme are clear and will be developed by participation to a diverse and comprehensive set of courses and practical activities.
- The Programme implies the knowledge of basic subjects of biomedicine, social and clinical sciences and pharmacology as well as ethical and behavioural aspects related to the medical profession. The teaching approach is very innovative and highly efficient being based on organ-specific modules in which acquisition of knowledge is developed from basic science to preclinical and clinical study of specific organ/system.
- The positive impact of this English-language programme for the internationalisation of the Batumi University and of the Region is evident.
- The Programme objectives were developed taking into account the document “Labor and Education Market Research” elaborated by a market research group (BCG RESEARCH). In addition, during the interviews relevant stakeholders of the Regional Healthcare System (private hospitals and healthcare structures) demonstrated a clear enthusiasm towards the programme and the quality of the students’ preparation and commitment.

#### Evidences/indicators

- Self-Evaluating Report;
- Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.
- Mission of Batumi Shota Rustaveli State University Annex 1.1.1;
- Batumi Shota Rustaveli State University Mission and Strategic Development Plan. Annex 1.1.2;
- Strategic Development Plan of the Faculty of Natural Sciences and Healthcare. Annex 1.1.3;
- Faculty Regulations. Annex 1.1.4;

<ul style="list-style-type: none"> <li>○ Contracts with clinics. Annex 1.1.5;</li> <li>○ Order on creating the work group. Annex 1.1.6;</li> <li>○ Higher Education Program of Medicine Annex 1.1.7;</li> <li>○ Training Links. Annex 1.1.8;</li> <li>○ Labor and Education Market Research. Annex 1.1.9;</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ The main aim of the Programme is to educate professional but also academically oriented medical doctors capable of solving concrete medical problems and to conduct independent scientific research. Although the clinical research activities of the Programme and University were very convincingly presented during the interviews and visits to the Hospitals, the basic research activities (biomedical sciences) appeared less developed. An improvement of the basic research activities of the Batumi University through participation at European Research Consortia could significantly improve the quality of this International Educational Programme.</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Na</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ The Programme has demonstrated the capacity to achieve the set goals and to develop an international and well structured MD programme.</li> </ul>
<b>Evaluation</b> <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"/> 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>
<b>1.2. Programme Learning Outcomes</b> <ul style="list-style-type: none"> <li>➤ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;</li> <li>➤ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;</li> </ul>

- Programme learning outcomes assessment results are utilized for the improvement of the programme.

### **Descriptive summary and analysis of compliance with standard requirements**

- The competencies that are acquired through this MD Programme are fully aligned with the European Qualification framework.
- The Training MD Programme includes three phases: – basic, preclinical and clinical; Basic Phase serves to study the normal structure, function and development of humans, integration and regulation of the physiological mechanisms and to understand their relevance to the clinical context. Preclinical Phase integrates organs system pathologies, disciplines of diagnostics and basic pharmacology; is focused on studying the difference between a normal condition and disease, organ system damage, functional deficit and disease causes, it's clinical manifestations. Clinical Phase serves to gain a profound knowledge upon the topics such as a complete picture of the main clinical nosologies, their differentiation, conservative and surgical management and specified methods of prevention. It's worth to mention the early clinical exposure of the students starting from the 1st phase to ensure the formation of clinical thinking and basic clinical skills
- The basic concept underlying the MD Programme is application of evidence-based concept in medicine through knowledge and implementation of basic and clinical research approaches (participation to clinical trials, literature revision, etc..).
- ⊖ Methodology for assessment of learning outcomes are proper and aligned with aligned with Rules and Standards of International MD Programmes.
- The Training plan was developed by taking into considerations opinions and feedbacks from the academic personnel (including invited lecturers), the students, the graduates and the employers (market requirements).

### **Evidences/indicators**

- Self-Evaluating Report;
- Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.
- Order of Workgroup creation. Annex 1.2.1;
- Higher Education Program of Medicine. Annex 1.2.2;
- Education and labor market research. Annex 1.2.3;
- Minutes of the meetings with the employers. Annex 1.2.4;
- Analysis of student learning outcomes. Annex 1.2.5;
- Students' Survey. Annex 1.2.6;
- Personnel Survey Results. Annex 1.2.7;
- Map of program goals and learning outcomes Annex 1.2.8;
- Methods of evaluation. Annex 1.2.9;

<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ none</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Na</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ The Programme has demonstrated the capacity to achieve the set goals for learning outcomes.</li> </ul>
<b>Evaluation</b> <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>

### 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	X			



with the programme				
--------------------	--	--	--	--

## 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.

<b>2.1. Programme Admission Preconditions</b>
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
<b>Descriptive summary and analysis of compliance with standard requirements</b>
<ul style="list-style-type: none"> <li>The program enrollment is fully conducted in accordance with the procedures and decrees established by the legislation of Georgia and by the Resolution of the Academic Council of Batumi Shota Rustaveli State University on October 8, 2015 - in accordance with the "Regulations of the BSU Study Process"</li> </ul>
<b>Evidences/indicators</b>
<ul style="list-style-type: none"> <li>Self-Evaluating Report;</li> <li>Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.</li> </ul>
<b>Recommendations:</b>
<ul style="list-style-type: none"> <li>No specific Recommendations are necessary.</li> </ul>
<b>Suggestions for programme development:</b>
<ul style="list-style-type: none"> <li>Although it is not required by National Rules, the implementation of an entrance exam that requires some knowledge in basic sciences such as chemistry, physics and mathematics is suggested. In fact, a selection based only on English language proficiency creates a bias for students who have English as mother tongue (e.g., Indian students) excluding Students with different Nationalities including Georgian Students but also African and Chinese.</li> </ul>
<b>Best Practices (if applicable):</b>
<ul style="list-style-type: none"> <li>Na</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<ul style="list-style-type: none"> <li>Na</li> </ul>
<b>Evaluation</b>

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

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

## 2.2 Educational Programme Structure and Content

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

### Descriptive summary and analysis of compliance with standard requirements

- One-Stage Higher Educational Program of Medicine is compiled in accordance with the Accreditation Standards of Higher Educational Programs, National Qualifications Framework and Field Specific Characteristics of Education Program of Medicine and aims to generate indicators for the second stage of the higher education
- The one-cycle Medical Doctor programme is based on the ECTS system, the duration of the programme is 6 academic years (12 semesters) and it covers 360 credits (1 credit includes 25 hours).
- The distribution of credits between the compulsory and optional components of the programme is appropriate with 330 credits from the compulsory component and 30 credits from the optional component of the programme.
- The MD Programme is structured in three phases:
  1. I Basic Phase.
  2. II Preclinical Phase
  3. III Clinical Phase
- Competencies that are acquired by the medical students include knowledge of biomedical sciences and clinics but also relevant transferable skills in leadership, social sciences, problem solving and decision making capabilities as well as oral and written communication and presentation skills and ethical issues.
- The medical curriculum does take into account not only participation to courses but also independent work and includes lectures, working group activities, practical and laboratory classes, preparation for and passing intermediate and final exams.
- Practical skills in important medical procedures such as stitching, catheterization, intubation, intravenous injections and others are properly acquired mostly through the use of mannequins and simulators.

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-Evaluating Report;</li> <li>○ Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.</li> <li>○ Order # 69 / N of the Minister of Education, Science, Culture and Sport of Georgia dated April 10, 2019 on the approval of the National Qualifications Framework and Classification of Learning Areas, see p. Link - <a href="https://eqe.ge/res/docs/matsne-4480034-0.pdf">https://eqe.ge/res/docs/matsne-4480034-0.pdf</a> Annex 2.2.1;</li> <li>○ Resolution No. 37 of June 15, 2017 of the Academic Board of the BSU “On Approval of the Procedure for Development, Assessment and Development of the Higher Academic Higher Education Programs of the BSU”. Link <a href="https://bsu.edu.ge/text_files/ge_file_8380_1.pdf">https://bsu.edu.ge/text_files/ge_file_8380_1.pdf</a> Annex 2.2.2;</li> <li>○ Higher Educational Program of Medicine Annex 2.2.3;</li> <li>○ Sectoral Features of the medicine, Annex 2.2.4;</li> <li>○ Working Group. Annex 2.2.5;</li> <li>○ Workgroup plan. Annex 2.2.6;</li> <li>○ Curriculum Group Annex 2.2.7</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Implementation plan related to acquisition of research skills is not fully convincing. In fact, the research infrastructure is not very well developed and the active participation of the MD students in basic research activities (microscopy, cell cultures, animal models of diseases) has not been convincingly highlighted during the laboratory visits and in the interviews with the academic staff.</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ The MD programme was updated according to suggestions from relevant stakeholders including students, employers, academic and invited staff, graduates as well as consultants, professional associations. The programme committee also actively participated in the update of programme taking into consideration the Benchmark in Medicine as well as the results of stakeholders’ surveys, their comments and recommendations.</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p>

☒ X 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**

- Each Course is properly designed and structured to achieve learning outcomes specified for the MD Programme.
- The basic concept underlying the MD Programme is application of evidence-based concept in medicine through knowledge and implementation of basic and clinical research approaches (participation to clinical trials, literature revision, etc..).
- The Training MD Programme includes three phases: basic, preclinical and clinical; Basic Phase serves to study the normal structure, function and development of humans, integration and regulation of the physiological mechanisms and to understand their relevance to the clinical context. Preclinical Phase integrates organs system pathologies, disciplines of diagnostics and basic pharmacology; is focused on studying the difference between a normal condition and disease, organ system damage, functional deficit and disease causes, it's clinical manifestations. Clinical Phase serves to gain a profound knowledge upon the topics such as a complete picture of the main clinical nosologies, their differentiation, conservative and surgical management and specified methods of prevention. It's worth to mention the early clinical exposure of the students starting from the 1st phase to ensure the formation of clinical thinking and basic clinical skills.
- Appropriate amount of working hours are allocated to each course and the different teaching-learning methods for each course are well specified and relevant.
- The number of credits for each course is relevant to the topic.
- Competencies that are acquired by the medical students include knowledge of biomedical sciences and clinics but also relevant transferable skills in leadership, social sciences, problem solving and decision making capabilities as well as oral and written communication and presentation skills and ethical issues.
- The syllabi are supported with updated textbooks that are fully available to students (Modern Library well equipped with e-books). The content of syllabi is based on the modern achievements of the field (modern textbooks and up-to-date English literature).

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Order of Workgroup creation. Annex 2.3.1;</li> <li>○ №69/N Statement on the national qualifications framework and classification of the educational spheres issued on April 10 by the Ministry of Education, Science, Culture and Sport of Georgia, Please, see an link below <a href="https://eqe.ge/res/docs/matsne-4480034-0.pdf">https://eqe.ge/res/docs/matsne-4480034-0.pdf</a> , Annex 2.3.2;</li> <li>○ Sectoral Features of the medicine,, Annex 2.3.3;</li> <li>○ Higher Educational Program of Medicine Annex 2.3.4;</li> <li>○ Syllabuses of the studying courses, Annex 2.3.5;</li> <li>○ List of the needed literature, Annex 2.3.6;</li> <li>○ Internal online library of BSU, Please see a link below</li> <li>○ <a href="http://10.10.48.48/">http://10.10.48.48/</a> Annex 2.3.7;.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Na</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ The list of courses is comprehensive and includes all relevant courses including elective courses for learning relevant transferable skills such as communication. Some additional courses in project management, data protection and management and entrepreneurship could add value to this International Programme.</li> </ul> <p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>Evaluation</b></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"/> 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>

**2.4 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.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ The Training plan is properly structured to provide all the necessary skills in medicine as well as relevant transferable skills.</li> <li>○ Scientific knowledge and research training is also planned through specific courses and students' participation to conferences (specifically organized for students).</li> <li>○ Practical skills in clinics are very well developed through bed-site visits and clinical case discussion in the hospitals including ER.</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluating Report;</li> <li>○ Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.</li> <li>○ Appendix - Report on Student Conferences</li> <li>○ Memorandum of Collaboration with 11 medical clinics</li> <li>○ Visits to the Hospitals</li> <li>○ Report on student conferences</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Research Activities are mostly done through a course in Scientific Reasoning providing knowledge in research methodology, data analysis and scientific communication. The students also perform literature review on hot topics of biomedicine and get involved in clinical trials. However, the active involvement of the students into practical research activities particularly on those regarding basic science projects is underdeveloped (it must be noted that improvement of these activities is planned for the future (2019-2025)).</li> <li>○ Students' participation to international conferences in different fields of medical research should also be encouraged (not just student conferences).</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</li> </ul>

<input checked="" type="checkbox"/> X 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
--

## 2.5 Teaching and learning methods

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

### **Descriptive summary and analysis of compliance with standard requirements**

- Teaching and learning methods are not limited to standard frontal teaching in courses but includes interactive lectures, seminars, laboratory work, clinical case discussion and simulation classes with mannequins and simulators.
- Problem-based learning and CBL (clinical case analysis) is also implemented through the Programme
- Each course gives to students the possibility to consultation with the lecturer. Schedule of advisory meetings is publicly available.

### **Evidences/indicators**

- Sectoral Features of the medicine, Annex 2.5.1;
- Higher Educational Program of Medicine, Annex 2.5.2;
- Teaching-studying Methodologies, Annex 2.5.3;
- Studying Courses Syllabuses, Annex 2.5.4;
- Academic council resolution #37, dated by June 15, 2017 named “regarding the code of establishment of elaboration, evaluation and development procedures of higher educational programs of BSU” Please, see the link below [https://bsu.edu.ge/text\\_files/ge\\_file\\_8380\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_8380_1.pdf), Annex 2.5.5;
- Self-Evaluating Report;
- Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.

### **Recommendations:**

- No specific Recommendations are necessary.

### **Suggestions for programme development:**

<ul style="list-style-type: none"> <li>○ E-learning courses to acquire knowledge on advanced biomedical topics and also on innovative therapeutic approaches could also be implemented to enhance innovation and quality of the Programme.</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<b>Evaluation</b> <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>

<b>2.6. Student Evaluation</b>
Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>○ Measures to assess students' achievements are well defined and appropriate. These include Essays, Questionnaires, clinical case reviews, oral presentations, laboratory work, discussions, practical simulation tasks, clinical competencies assessment.</li> <li>○ The Student Knowledge Assessment System is aligned with "Procedure for Calculating Higher Educational Programmes by Credits" approved by the Order # 3 of the Minister of Education and Science of Georgia dated January 5, 2007.</li> <li>○ Student assessment and appeal procedures are in accordance with accreditation standards for Higher Education Programmes.</li> <li>○ Detailed information on the forms and components of assessment used within the course is described in the syllabuses of the courses.</li> <li>○ The student has the opportunity to appeal the received assessment</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Resolution N 111 of the Academic Council of the BSU of October 8, 2015 on the Rules of Procedure of the Study Process Link <a href="https://bsu.ge/text_files/ge_file_4958_1.pdf">https://bsu.ge/text_files/ge_file_4958_1.pdf</a> , Annex 2.6.1;</li> <li>○ Higher Educational Program of Medicine, Annex 2.6.2;</li> </ul>



<ul style="list-style-type: none"> <li>○ Protocol of the Students Assessment Methods, Annex 2.6.3;</li> <li>○ Student Survey Results, Annex 2.6.4;</li> <li>○ Training on Modern Teaching Methods, Annex 2.6.5;</li> <li>○ Examination instructions, Annex 2.6.6;</li> <li>○ Program syllabuses, Annex 2.6.7;</li> <li>○ Resolution N06-01 / 71 of July 8, 2019 of the Academic Council of the BSU on “Rules for the Protection of Academic conscientiousness and honesty at the BSU”; Annex 2.6.8;</li> <li>○ Agreement letter from Hospital Annex 2.6.9</li> <li>○ Self-Evaluating Report</li> <li>○ Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ none</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<b>Evaluation</b> <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>

### 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.

<b>3.1. Student support services</b>
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <ul style="list-style-type: none"> <li>University provides consultation services for the students, which covers various affairs, such as academic and scientific activities, career growth, continuations of studies etc. Students can receive support from their coordinators, or other authorities from Deans office, or to the Dean itself. During the site visit, the students pointed out the high level of satisfaction with their communication with the Dean's office and support they receive by the staff. Students have detailed information about support services. Material and technical resources, library. Students also have detailed information of local and international ethic norms, visa services. There is an electronic platform for effective and rapid communication.</li> <li>It was confirmed by the students during the site visit that university promotes student involvement in extra-curricular activities and supports their initiatives.</li> </ul>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>Self-Evaluating Report;</li> <li>Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.</li> <li>Reports of International relations and activities;</li> <li>Rule of regulations of the study process;</li> <li>Students internal regulations;</li> <li>Internationalization politics of University;</li> <li>Market Evaluation.</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>No specific Recommendations are necessary.</li> </ul>
<b>Suggestions for programme development:</b> <p>Integration students of international MD program with local MD students and promote international program for local students/ school graduates.</p>

<b>Best Practices (if applicable):</b>  ○ na
<b>In case of accredited programme, significant accomplishments and/or progress</b>  ○ na
<b>Evaluation</b>  ○ 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"/> X 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

<b>3.2. Master's and Doctoral Student supervision</b>
Master's and Doctoral students have qualified thesis supervisors.
<b>Descriptive summary and analysis of compliance with standard requirements</b> na
<b>Evidences/indicators</b>  na
<b>Recommendations:</b>  na
<b>Suggestions for programme development:</b>  na
<b>Best Practices (if applicable):</b>  na

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

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**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

Qualification of personnel is corresponding to the program. Academic personnel are selected on the bases of requirements determined according to the Benchmark in Medicine approved by the Order # 10 of January 3, 2018 of the Director of National Education Development Center: The qualification of the personnel is confirmed by the Certificate / Diploma of the relevant field. University has the regulations for election and attraction of qualified academic staff. The university regulation describes in sufficient detail the academic positions, their duties, terms and conditions of the election and criteria for participant evaluation.

The evaluation criteria to assess expertise of the academic staff is based on person's pedagogical, scientific and clinical activities in the relevant field as well as participation in professional and social life.

According to the SER the number of professors including invited teachers are 99 (Academic staff 29, invited teachers 70).

##### ○ **Evidences/indicators**

- The Statute of BSU - [https://bsu.edu.ge/text\\_files/ge\\_file\\_749\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_749_1.pdf) Annex 4.1.1;
- The BSU Strategic Development Plan - [https://bsu.edu.ge/text\\_files/ge\\_file\\_60\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_60_1.pdf) Annex 4.1.2;
- The Decision of Representative Board of BSU dated July 27, 2017 on Approval of the Rules of Hiring Academic Staff of BSU [https://bsu.edu.ge/text\\_files/ge\\_file\\_8536\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_8536_1.pdf) Annex 4.1.3;
- Resolution No. 033 of June 29, 2017 of the Representative Board of BSU Approving the "Rules for Determining the Number of BSU Academic Staff" - [https://bsu.edu.ge/text\\_files/ge\\_file\\_8558\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_8558_1.pdf) Annex 4.1.4;
- Human Resources; Annex 4.1.5;
- Work Group Protocol Annex 4.1.6;
- CVs of the program implementation staff. Annex 4.1.7;
- Personal files and Contracts of Program Implementing Personnel are Preserved in the Human Resources Department of the University, I Building, Cabinet 2 Annex 4.1.8;
- BSU Representative Board Decision # 2 of June 29, 2017 - On Approval of the "Procedure for Academic / Hourly Workload of Academic and Invited Personnel of the Legal Entity of Public Law - Batumi Shota Rustaveli State University, Determination of

<p>the Limit of Students in the Groups and Remuneration rules”; the decision of the Representative Council on the amendment to the decision dated 2016 12 of September, N3; <a href="https://bsu.edu.ge/text_files/ge_file_8444_1.pdf">https://bsu.edu.ge/text_files/ge_file_8444_1.pdf</a> Annex 4.1.9;</p> <ul style="list-style-type: none"> <li>○ Employment Contracts with Program Participants (maintained in Human Resources Management Unit) Annex 4.1.10;</li> <li>○ Codified Appendix N1 of the Decision of the Representatives Board of BSU dated September 12, 2016, Rules on Affiliating, Determining Academic Staff and Remuneration <a href="https://bsu.edu.ge/text_files/ge_file_8559_1.pdf">https://bsu.edu.ge/text_files/ge_file_8559_1.pdf</a> Annex 4.1.11;</li> <li>○ BSU Academic Council Decision on “Approving the Procedure for Evaluating the Activities of Academic and Invited Personnel of BSU” approved by the Decree N46 of June 29, 2017 see the link at <a href="https://bsu.edu.ge/text_files/ge_file_8568_1.pdf">https://bsu.edu.ge/text_files/ge_file_8568_1.pdf</a> Annex 4.1.12;</li> <li>○ Resolution of the Academic Council of BSU dated on June 15, 2017, “Rules for Providing Design, Evaluation and Development of BSU Academic Higher Education Programs”, <a href="https://bsu.ge/text_files/ge_file_8380_1.pdf">https://bsu.ge/text_files/ge_file_8380_1.pdf</a> Annex 4.1.13;</li> <li>○ CV of the educational program leader. Annex 4.1.14;</li> <li>○ Statute of the Faculty of Natural Sciences and Healthcare - <a href="https://bsu.edu.ge/sub-11/page/3-92/index.html">https://bsu.edu.ge/sub-11/page/3-92/index.html</a> Annex 4.1.15;</li> <li>○ Student Survey. Annex 4.1.16;</li> <li>○ Program Evaluation Results. Inquiry <a href="https://www.surveymonkey.com/results/SM-6RXP35V27/">https://www.surveymonkey.com/results/SM-6RXP35V27/</a> Annex 4.1.17;</li> <li>○ Interview with University Administration team, Self-evaluation team, Head of Programme and program coordinators, Academic Staff, Students and Alumni.</li> <li>○ Report on International Relations Activities;</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ none</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>Evaluation</b></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 style="padding-left: 40px;">X Complies with requirements</p> <p style="padding-left: 40px;"><input type="checkbox"/> Substantially complies with requirements</p>

☐ Partially complies with requirements

☐ Does not comply with requirements

#### 4.2 Professional development of academic, scientific and invited staff

- HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;
- HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

#### **Descriptive summary and analysis of compliance with standard requirements**

The University has a system of research development and creative activity support; that aims at supporting new knowledge, visions, approaches and perspectives, including finding new ideas for research problems.

BSU makes proper assessment of the staff involved in the implementation of the programme. The assessments of pedagogical activities carried out through survey by students at the end of each semester (surveys are conducted using the electronic platform called Survey Monkey since the academic year 2018-19). At the end of each academic year, the Quality Assurance Department evaluates the research activities of the academic personnel. The academic personnel required to submit to the Quality Assurance Department an annual report on academic performance. Trainings and workshops are conducted regularly by local and foreign experts and for the professional development of academic and invited personnel involved in the implementation of the programme at the University. 11 000 GEL is allocated for the in the University budget of 2019 for the promotion of professional development of the academic personnel. The personnel involved into implementation of Medical Doctor programme MD actively

participates in international projects and conferences, they publish scientific publications in peer-reviewed journals and their cooperation with foreign colleagues promotes internationalization of the university. Student involvement in the submitted research project is encouraged.

#### **Evidences/indicators**

- Self-Evaluation Report;
- Interview with University Administration team, Self-Evaluation Team, Head of Programme and Programme Coordinator, Academic Staff, Invited Staff, Employers, students and Alumni.
- BSU Academic Council Resolution №46 of June 29, 2017 „on the rules of assessment of BSU academic and invited staff members activities”. Source: [https://bsu.edu.ge/text\\_files/ge\\_file\\_8568\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_8568_1.pdf), Annex 4.2.1;
- E-system for self-assessment - <https://apa.bsu.edu.ge>, Annex 4.2.2;
- BSU Academic Council Resolution №28 of February 23, 2018 „on the quality assurance policy in BSU”, Annex 4.2.3;
- BSU Representative Council Resolution №4 of July 27, 2017 “on hiring academic staff in BSU” [https://bsu.edu.ge/text\\_files/ge\\_file\\_8536\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_8536_1.pdf), Annex 4.2.4;
- The Legal Entity of Public Law – Batumi Shota Rustaveli State University Representative Council decision 04 of July 13, 2018 on approval of the rules of funding

<p>for professional development of university professors/teachers. <a href="https://www.bsu.edu.ge/text_files/ge_file_10664_1.pdf">https://www.bsu.edu.ge/text_files/ge_file_10664_1.pdf</a>, Annex 4.2.5;</p> <ul style="list-style-type: none"> <li>○ Head of administration of BSU Decree of September 5, 2018 “on administrative rules of academic/business trips for BSU staff”, <a href="https://bsu.edu.ge/text_files/ge_file_10665_1.pdf">https://bsu.edu.ge/text_files/ge_file_10665_1.pdf</a>, Annex 4.2.6;</li> <li>○ BSU Academic Council Resolution №36 of June 9, 2016 “on the regulations of the targeted scientific research grant contest in The Legal Entity of Public Law – Batumi Shota Rustaveli State University”, <a href="https://bsu.edu.ge/text_files/ge_file_6256_1.pdf">https://bsu.edu.ge/text_files/ge_file_6256_1.pdf</a>, Annex 4.2.7;</li> <li>○ BSU Representative Council decision N01 of January 29, 2018 “on supporting the internationalization confirmed by The Legal Entity of Public Law – Batumi Shota Rustaveli State University Strategic Plan”, <a href="https://bsu.edu.ge/text_files/ge_file_9519_1.pdf">https://bsu.edu.ge/text_files/ge_file_9519_1.pdf</a>, Annex 4.2.8;</li> <li>○ E-portal <a href="https://portal.bsu.ge">https://portal.bsu.ge</a> Annex 4.2.9;</li> <li>○ BSU Academic Council Resolution №113 of November 30, 2017 “on holding summer/winter schools in BSU”. <a href="https://bsu.edu.ge/text_files/ge_file_9317_1.pdf">https://bsu.edu.ge/text_files/ge_file_9317_1.pdf</a>, Annex 4.2.10;</li> <li>○ BSU internal regulations, <a href="https://bsu.edu.ge/text_files/ge_file_884_1.pdf">https://bsu.edu.ge/text_files/ge_file_884_1.pdf</a>, Annex 4.2.11;</li> <li>○ AGREEMENT OF COLLABORATION BETWEEN THE INTERNATIONAL INSTITUTE ON AGEING UNITED NATIONS – MALTA (INIA) AND BATUMI SHOTA RUSTAVELI STATE UNIVERSITY FACULTY OF NATURAL SCIENCES AND HEALTH CARE. Annex 4.2.12;</li> <li>○ Training “Problem based and Case based learning in medical education”, <a href="https://bsu.edu.ge/sub-11/page/12820/index.html">https://bsu.edu.ge/sub-11/page/12820/index.html</a>, Annex 4.2.13;</li> <li>○ Training “Problem based learning – modern learning method in medical education - PBL“ <a href="https://bsu.edu.ge/sub-11/page/12848/index.html">https://bsu.edu.ge/sub-11/page/12848/index.html</a>, Annex 4.2.14;</li> <li>○ Training “OSCE (objectively structured clinical exam) – one of the main assessment tools of clinical teaching, learning and assessment”, <a href="https://bsu.edu.ge/sub-11/page/12860/index.html?fbclid=IwAR35y5VsRgo7yNZt-qyNX5fyP_SLj7WsTo_6aXTn2iWMd35oLuqUUyUv8Q">https://bsu.edu.ge/sub-11/page/12860/index.html?fbclid=IwAR35y5VsRgo7yNZt-qyNX5fyP_SLj7WsTo_6aXTn2iWMd35oLuqUUyUv8Q</a>, Annex 4.2.15;</li> <li>○ Funding of professors . Annex 4.2.16;</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ none</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>Evaluation</b></p>



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

☒ X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

#### 4.3. Material Resources

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

Descriptive summary and analysis of compliance with standard requirements

The university has teaching facilities, labs, online classes, computer bases, gymnasiums and conference rooms available for students and staff [1].

The university infrastructure, technical equipment and library resources [2] provide both quantitative and qualitative achievement of educational program goals and learning outcomes.

The university provides educational programs, including university libraries and electronic [3] library resources: EBSCO Publishing (<http://search.epnet.com>); Cambridge University Press (<http://journals.cambridge.org>); Royal Society Journals Collection (<http://royalsocietypublishing.org>); BioOne (<http://www.bioone.org>); (For more information on library resources see <http://www.bsu.edu.ge/sub-15/page/2-237/index.html>).

The mandatory syllabus literature, providing educational program learning outcomes, and electronic resources are available at the BSU Library;

The Faculty of Natural Sciences and Healthcare provides: functioning West chromatographic operating center, labs of chemistry, Immunogenetics, Cellular Biology, Pharmacognosy, which are equipped with modern research and teaching specific equipment, computer equipment; a well-organized, rich comprehensive local and foreign-language literature University Library and Resource Center. There is also a center of medical development and doctors training equipped with simulators, where students' skills are mainly developed.

For scientific works and clinical skills learning the University has agreements with various clinics, hospitals, scientific research and other institutions.

Namely:

- ✓ Regional Center for Infectious Diseases, Pathology, AIDS and Tuberculosis
- ✓ Iris Borchashvili Health Center (Medina)
- ✓ Seafarers Medical Center
- ✓ Republican Clinical Hospital
- ✓ Maritime Hospital
- ✓ "Sanitas"
- ✓ Unimed Adjara, Batumi Referral Hospital (Evex Medical Corporation)
- ✓ Unimed Kakheti (M. Iashvili Batumi Maternal and Child Hospital, Evex Medical Corporation)

✓	ENMEDIC
✓	High Tech Hospital MedCenter
✓	Batumi Medical Center
<p>Electronic library resources and scientific bases Students and academic personnel of Batumi State University are constantly provided with information and instructions about library resources and electronic scientific bases from the library personnel through meetings and e-mail.</p> <p>Results of student survey conducted on material resources are satisfactory.</p>	
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report;</li> <li>○ Interview with University Administration team, Self-Evaluation Team, Head of Programme and Programme Coordinator, Academic Staff, Invited Staff, Employers, students and Alumni.</li> <li>○ Material and technical resources of BSU; Computer classes; Research centers and laboratories. BSU website <a href="https://www.bsu.edu.ge">https://www.bsu.edu.ge</a>. Annex 4..3.1;</li> <li>○ Rules of Use of LEPL-Batumi Shota Rustaveli State University Library, BSU Library <a href="http://www.bsu.edu.ge/sub-15/page/2-237/index.html">http://www.bsu.edu.ge/sub-15/page/2-237/index.html</a>. Annex 4. 3.2;</li> <li>○ E-books <a href="https://biblio.bsu.edu.ge/home/index.php">https://biblio.bsu.edu.ge/home/index.php</a> <a href="https://lib.bsu.edu.ge/index.php?action=5">https://lib.bsu.edu.ge/index.php?action=5</a>. Annex 4.3.3;</li> <li>○ Agreements with clinical bases Annex 4.3.4.</li> </ul>	
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>	
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ none</li> </ul>	
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>	
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>	
<p><b>Evaluation</b></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"/> X Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p>	

<input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements
---

<b>4.4.Programme/faculty/school budget and programme financial sustainability</b>
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The financial support of the academic education programs at BSU is provided by the income and expenditure categories reflected in the university overall budget. The budget expenditures include remuneration, teaching process, computer equipment, inventory, maintenance of existing infrastructure and utilities. The technical equipment acquired in the framework of international projects operating at the faculty has been partially replenished.</p> <p>Tuition fees for the program of one-level educational program of medical doctor is determined by the Decree of the Representative Board of BSU dated July 27, 2015 and amounts to 3300 USD annually, which in total amounts to 6063750 equivalent in GEL for the 2018-2019 academic year. From this, some resources are directed towards the renewal of the faculty material-technical base, equipment, reagents and laboratory vessels.</p> <p>Expenses envisaged by the budget are executable as it is supported and provided by the incomes of faculty and university.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-Evaluation Report</li> <li>○ Interview with University Administration team, Self-Evaluation Team, Head of Programme and Programme Coordinator, Academic Staff, Invited Staff, students and Alumni.</li> <li>○ BSU budget of 2019 according to faculties;</li> <li>○ BSU budgeting policies and procedures.</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ none</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>

o na
<b>Evaluation</b>
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
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.

<b>5.1 Internal quality</b>
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.
<b>Descriptive summary and analysis of compliance with standard requirements</b>
The educational program uses internal quality assessment mechanisms in accordance with the quality assurance policy developed and implemented by Batumi Shota Rustaveli State University. In order to provide internal quality assessment, we have used the mechanisms of evaluating the performance of academic and recruiting staff, the processing, evaluation and

<p>development of educational programs, the evaluation of academic staff performance, monitoring of students' academic performance, graduate employment (in the prospective), employer attitudes and labor market research. The mechanisms by which the results of the analysis are used to improve the program.</p> <p>The self-assessment report of this educational program was made up and discussed by the working group, the Curriculum Committee, academic staff implementing the program, as well as relevant administrative and support staff</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation report</li> <li>• Interviews with academic stuff and students</li> <li>• Resolution No. 28 of February 23, 2018 of the Academic Board of the BSU on the approval of the BSU Quality Assurance Policy. Annex 5.1.1;</li> <li>• On Approval of the Procedure for Elaboration, Assessment and Development of the Higher Academic Higher Education Programs approved by the Decree N37 of the June 15, 2017, of the BSU Academic Council; <a href="https://bsu.edu.ge/text_files/ge_file_8380_1.pdf">https://bsu.edu.ge/text_files/ge_file_8380_1.pdf</a> Annex 5.1.2;</li> <li>• On the Approval of the Procedure for Evaluating the Activities of Academic and Invited Personnel of the BSU, approved by the Decree N46 of June 29, 2006; <a href="https://bsu.edu.ge/text_files/ge_file_8568_1.pdf">https://bsu.edu.ge/text_files/ge_file_8568_1.pdf</a> Annex 5.1.3;</li> <li>• Resolution № 66 of July 18, 2017 of the Academic Board of the BSU "On Approval of the Procedure for Evaluating the Scientific-Research Work of the BSU Scientific Staff" Annex 5.1.4;</li> <li>• Resolution № 26 of the February 20, 2018 Academic Council of the BSU "On creating a working group to bring the medical curriculum into compliance with the sectoral standards of medicine of the One-Level Education Program of the Faculty of Natural Sciences and Health with the Faculty of Medicine" Annex 5.1.5;</li> <li>• Decree No. 01-02 / 102 of the Rector of BSU, 02 July 2019, "On the Approval of the Composition and Work Plan of the Curriculum Committee for the Development of the One-Level Curriculum of Medicine at the Faculty of Natural Sciences and Health of BSU"; Annex 5.1.6;</li> <li>• "Regulation of the Quality Assurance Service of the Legal Entity of Public Law - Batumi Shota Rustaveli State University", approved by the Decree of the Board of Representatives of the BSU July 17, 2017; <a href="https://bsu.edu.ge/text_files/ge_file_5450_1.pdf">https://bsu.edu.ge/text_files/ge_file_5450_1.pdf</a> Annex 5.1.7;</li> <li>• Studies of the BSU Quality Assurance Service see: At the link</li> <li>• <a href="https://bsu.edu.ge/sub-27/page/2-62/index.html">https://bsu.edu.ge/sub-27/page/2-62/index.html</a> Annex 5.1.8;</li> <li>• Electronic system of self-assessment of staff - <a href="http://www.apa.bsu.edu.ge">www.apa.bsu.edu.ge</a> Annex 5.1.9</li> </ul>
<p><b>Recommendations:</b></p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standards</p>
<p><b>Suggestions for programme development:</b></p> <p>Non-binding suggestions for programme development</p>
<p><b>Best Practices (if applicable):</b></p>

<ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <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>

<b>5.2 External quality</b>
Programme utilizes the results of external quality assurance on a regular basis.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>Not only internal quality assurance mechanisms but also external quality assurance mechanisms are in place at Batumi Shota Rustaveli State University in accordance with the Quality Assurance Policy. The educational program regularly uses external quality assessment results, such as: surveys of graduates, employers and other interested parties, external expertise of educational programs, etc., reviews and applies recommendations received to develop educational programs.</p> <p>Based on process of external self-evaluation quality assurance department has recommendations for the future development of the academic program. It is important that previous recommendations for or plans for improvement as well as ways to improve was considered within the university</p> <p>.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>• Self-evaluation report</li> <li>• Interviews with academic stuff, employess and students</li> <li>• Resolution No. 28 of February 23, 2018 of the Academic Board of the BSU approving the BSU Quality Assurance Policy. Annex 5.2.1;</li> <li>• Higher Education Program of Medicine Annex 5.2.2;</li> <li>• BSU Quality Service Studies - <a href="https://bsu.edu.ge/sub-27/page/2-62/index.html">https://bsu.edu.ge/sub-27/page/2-62/index.html</a> Annex 5.2.3;</li> </ul>

<b>Recommendations:</b>
Proposal(s), which should be considered by the institution to comply with requirements of the standards
<b>Suggestions for programme development:</b>
Non-binding suggestions for programme development
<b>Best Practices (if applicable):</b>
<ul style="list-style-type: none"> <li>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<ul style="list-style-type: none"> <li>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b>
<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**

Quality assurance department is collecting valid data for the assessment of program. In the university academic program monitoring is constant process and represents a major part of internal quality assurance processes and procedures. Program monitoring is focused on specific criterias such as: student satisfactions and expectations, enrollment, progress and employment highlights.

Based on the analysis of the results of the monitoring of the educational process, the level of achievement of the competences defined by the educational program is determined. The University Quality Assurance Service identifies gaps in program implementation, develops recommendations that will be reviewed by the sectoral department on the basis of which

<p>changes are planned through internal and external evaluation mechanisms. The changes will be discussed on the Curriculum Committee and Faculty Board. It is then submitted to the University Academic Council for approval. For the purpose of evaluating the program, a survey was conducted involving academic and invited staff involved in the program. The questionnaire included questions on whether they agreed with the program objectives (88.24%), syllabus content (70.59%), assessment system (64.71%), teaching methods (93.75%), and their views on what changes in teaching methods they would like to see, what they would like to acquire / improve in order to improve the material and technical base, what changes they saw in the program, and finally the evaluation of the program leader (75.00%). Based on the analysis of the results, a number of changes were made to the existing recommendations, namely:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Each syllabus incorporates modern teaching methods, including PBL, CBL, TBL and OSCE;</li> <li><input type="checkbox"/> Upgrading the BSU Medical Training Center with the necessary masks;</li> <li><input type="checkbox"/> A number of issues have been added to improve the learning outcomes of the study courses;</li> <li><input type="checkbox"/> Research component included in some courses, besides, the program was added independent research courses developing the scientific research component (medical informatics, biostatistics, scientific research methods, research design, evidence-based medicine, GSP clinical studies).</li> <li><input type="checkbox"/> The degree of integration has increased</li> </ul> <p>Program evaluation results are used to improve the program.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation report</li> <li>• Interviews with academic stuff, employess and students</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ No specific Recommendations are necessary.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ none</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ na</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p>



<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 quality enhancement opportunities	X			

### Enclosed Documentation (If Applicable)

**HEI's Name: Batumi Shota Rustaveli State University**

**Higher Education Programme Name: MD program**

**Number of Pages of the Report: 33**

**Programme's Compliance with the Standard**

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

**Expert Panel Chair's**

Marika Falcone



**Expert Panel Members'**

Marika Toidze



Elene Khurtsidze

