განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name
HEI's Name

Date(s) of Evaluation
November 4, 2019

Report Submission Date

Tbilisi
201-

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LLC The University of Georgia
HEI's Identification Code	205037137
Type of Institution	The University

Higher Education Programme Information Profile

Name of the Programme	The PhD Program in Public Health
Level of Education	Doctoral studies
Qualification Granted Indicating Qualification Code	Doctor of Public Health 0919
Language of Instruction	Georgian
Number of Credits	180
Programme Status (Authorized/ Accredited/New)	Accredited in December 24, 2014 291

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Heikki Hiilamo University of Helsinki, Finland
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Accreditation Report Executive Summary

- **General information on the education programme**

  The goal of the program is to educate public health scientist who are able to create new knowledge, to understand and expand the field of public health, and to improve health and standards of living in Georgia. The Doctoral Program in Public Health was started in 2006. Before that Georgia lacked educated scholars in the field of public health. Program was developed together with professionals in the field and with prospective students. The graduated Doctors of Public Health are actively working with Georgian public health activities such as cancer screening, hepatitis C screening and management, pharmaceutical product research, international accreditation of hospitals, development of public health strategies and other activities related to public health. In the course of developing the program consultative teaching model was replaced with intensive subject teaching model. The idea was to help students to balance studies and professional activities. Team teaching model has been adopted in several courses and it is welcomed by students and teacher alike. Over the last few years international dimension of the program has been strengthened. The most intensive collaboration is with University of Tromsso in Norway. The new step in development of Public Health teaching at University is related with Norwegian Arctic University in Tromsø (Norway). In 2015 by Georgian National Center for Disease Control and Public Health (NCDC), University of Georgia, Tbilisi State University and UNICEF Georgia, created agreement and started project for Consulting and IT Innovations in PH education. The duration of the project is 4 years, until the end December, 2019.

- **Brief overview of the accreditation site-visit**

  The accreditation site-visit took place at University health science campus November 4, 2019. The evaluation team had meeting with the following groups: University administration, self-evaluation team, head of the Programme, academic staff members, invited staff members, University and faculty quality assurance staff members, PhD supervisors, employers, students and alumni. The evaluation team also visited health science campus facilities including library, classrooms, computer class and offices. In addition, the evaluation team reviewed five dissertation abstracts and four full dissertations. At the end of the day, the evaluation team presented orally key findings of the site-visit. Supplementary materials, documents presented by the authors of new teaching programme also were extremely important for making conclusions and providing suggestions.

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

  The programme is in full compliance with the standards in all but four sub-areas (2.2., 2.3, 2.4 and 3.2) where it is substantially in compliance with the standards.

- **Summary of Recommendations**

As for learning outcomes (1.2) develop more integrative learning outcomes for the research module. Take into account learning outcomes from the research related modules: Evidence based public health; Epidemiology and biostatistics. Add learning outcomes on qualitative research methods, on human relations and communication.

As for course content (2.3) it is recommended to pay more attention and allocate more time to research methods including more advanced statistical methods. Develop closer ties (inclusion to the Programme Committee) with social partners and potential employers to have a better evaluation on the labour market needs. Update the syllabi

of modules by adding information about individual consultation time in addition to lectures and seminars. Develop more detailed learning outcomes for the research module by integrating in the list items from the Evidence based Public Health and Epidemiology and Biostatistics. Provide teaching on qualitative methods and add learning outcomes for qualitative research methods and psychology of pedagogic by providing elective courses or updating existing modules.

As for research performance (2.4) it is recommended to specify the criteria for an accepted PhD dissertation in term of nature of articles (peer-reviewed) and in terms of the length of the introductory chapter.

As for doctoral student supervision (3.2) increase the efficiency and utilization of the electronic system by doctoral students.

- **Summary of Suggestions**

Given the fact that most students work in the field of public health or related field and that their PhD dissertations topics come usually from their current professional field the support from the current employer could be included as evaluation criteria for the study concept.

Given the fact that the completion rate is fairly low, the prospective student could be asked to provide a time plan for the completion of their PhD courses and dissertation project.

To allow the teaching of more advanced statistical methods completion of basic statistical method courses could be emphasized as an admission criteria.

It is suggested that students should start working on their research project in the first months of the third semester in order to provide more time for research component of the study programme. This should allow to devote more time for selection of the topic, to work with their mentors on the development of research proposals, to perform review of literature, and to plan data sources and research methods.

There could be more elective courses.

The international standing of the journals "Caucasus Journal of Social Sciences" and "Caucasus Journal of Health Sciences and Public Health Journal" needs improvement.

Activities to increase research funding, also funding through international collaboration, should be further enhanced. Try to seek new grants for research.

Increasing support for internationalization of academic staff.

- **Summary of best practices(If Applicable)**

Students participating in public health courses in University of Tromsa brought their experiences to University management which made revisions according to students' suggestions. The teacher may also give personal extra teaching hour for those students who are lagging behind. The faculty members and University staff are helping the students to gain access to data sources for their PhD research projects.

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

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 o The goal of the program is to educate public health scientist who are able to create new knowledge, to understand and expand the field of public health, and to improve health and standards of living in Georgia. The program aims to create new knowledge in public health which is useful locally and globally. For that purpose, the program sets out to equip the student with modern research methods, with capacity for critical evaluation of research, with ability to use evidence-based research and applicable theories and with knowledge to evaluate approached impacting public health. In addition, the program aims to teach the students to use public health evaluation methods. The program objectives are consistent with the mission and strategic plan of the institution.
Evidences/indicators o Self-evaluation report o Site visit o Interview results o University policies detailed in the websites o Labor market research.
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):

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

Evaluation

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

X 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

o To respond to the modern challenges of public health and to reduce morbidity and mortality caused by contagious and non-contagious diseases, the doctoral program in Public Health aims to educate the student to have: Systematic knowledge of public health, system/systems and service development, updated knowledge of the latest trends and approaches in global health, multidisciplinary mechanism of activity and evidence; will be aware of the necessity to manage determinants of population health (e.g. globalization, climate change, lifestyle and behavior change, cultural and psycho social factors, healthcare systems/services, etc.) based on evidences; Systematic knowledge and critical understanding of the basic types of research design used in modern researches of health sciences, ability to determine an argument validity while comparing different theories of the philosophy of science; ability to systematize existing knowledge in public health and healthcare policy, existing at the interdisciplinary level (environmental health, health promotion, epidemiology, specifics of management of communicable and chronic diseases, health philosophy and research ethics, healthcare systems and service delivery) and understand it in a new and critical way; systematic knowledge of essential issues of scientific papers/projects development, active learning strategies and pedagogical communication in compliance with the modern requirements; Ability to plan, conduct, and supervise research processes independently for the purpose of evaluating the activities and features (fairness,

affordability, usefulness, volume) of public, global and individual medical services; Ability to implement epidemiological and biostatistics research methods and to use the relevant software for this purpose; Ability to make a critical analysis, synthesize and evaluate new complex, in some cases contradictory ideas and approaches in order: to improve public healthcare system, to invent and develop relevant healthcare products, to create new knowledge or re-evaluate existing one through multi-disciplinary methods of health promotion and systematic management of diseases; Ability to design and deliver training courses in public health, to adapt in accordance with the existing knowledge in public healthcare and global health and, also, with new challenges of practice in an ever-changing environment; ability to represent and guide new ideas (through protecting professional honesty, copy right and ethics) that are built on the evidence system and received by scientific researches of public health in broad international, professional and scientific society or written in international reference sources.

o The programme learning outcomes listed above adequately describe knowledge, skills, and the sense of responsibility and autonomy students gain upon completion of the programme.

o Programme learning outcomes assessment is conducted through evaluation the program learning outcomes by the academic and invited staff who prepare a report on the achievement of the academic course outcomes based on the analysis of the students study results at the end of the academic semester. The University practice is that the academic and invited staff are obliged to present the report to the subject curator, the subject curator ensures final formation of the report together with the persons involved in the implementation of the academic course and submits it to the program head. Head of the program presents the reports of the academic disciplines existing within the education program and the results of indirect evaluation to the program development council.

o New regulation has been enacted since 2018 based on the resolution of the academic council of the University of Georgia, this regulation envisages creation of the program development council and ensures engagement mechanism of the stakeholders. Based on this regulation, the Public Health Doctoral Program Development Council was created in December 2018. Its members are: head of the program, the staff involved in the program, an employee responsible for the quality assurance issues, students, graduates and employers. Two meetings were held within this council, where they discussed the prospects of the program development and set out the future plans. The results of the surveys of students and graduates and employers were also discussed within the Council.

o The Program Development council meets before the beginning of the following academic semester in order to hear the report and address the issues. The program development council works out recommendations, if necessary, based on the report on evaluation of the program results and takes decisions for the further measures. Target benchmarks of the learning outcomes are evaluated and determined within these processes. The process is monitored by the quality assurance service.

- Mechanisms for assessing learning outcomes are used to evaluate program outcomes. The purpose of the program learning outcomes evaluation mechanisms is the constant improvement of the program and its outcomes. Evaluation is carried out using direct and indirect evaluation methods, which are conducted consistently, transparently, considering the specifics of the field. The Program Development Council objectives are: Conducting research by specified mechanisms; Collecting and identifying information from the research; Analyzing and evaluating the collected and identified research findings; Drawing conclusions regarding the learning outcomes of a particular program based on analysis and evaluation, which include both refining existing learning outcomes components and developing new ones; and Initiating a program change for the School Board to improve the program.

- The program outcomes are evaluated through direct and indirect indicators. A direct indicator is the analytical rubric that clearly and specifically show how a student is reaching the outcomes of a particular discipline, what students need to achieve by the intended course outcomes, and presents a tool for both student's evolutive and summarizing assessments. The strengths of the analytics rubric are: Presents information on the student's achievements concerning the academic course outcomes;Provides particular feedback that can be used to improve student achievement and to develop the program;Measuring and analyzing student achievement by analyzing the outcomes of the courses they have taken or the practical components implemented, and comparing them with the goals and outcomes of the program creates the opportunity to identify contributing or inhibiting factors of the competencies identified in the program and specific courses.

- The practice described above demonstrate that Programme learning outcomes assessment cycle consists of defining, collecting and analysing data and that Programme learning outcomes assessment results are utilized for the improvement of the programme.

Evidences/indicators

- Self-evaluation report
- Interview results
- University policies detailed in the websites
- Labor market research
- Public healthcare benchmarks in Georgia
- Employers survey results analysis
- Student survey results
- The continuous quality improvement guideline of the University of Georgia (evaluation procedure of the learning outcomes of the education program of School of Health Sciences of UG).

Recommendations:
It is recommended to pay more attention and allocate more time to research methods including more advanced statistical methods and to develop more integrative learning outcomes for the research module. Revise the program content by taking into account learning outcomes from the research related modules: Evidence based public health; Epidemiology and biostatistics as well as learning outcomes on qualitative research methods, on human relations and communication.
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ☐ Complies with requirements X Substantially complies with requirements ☐Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
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 ○ According to University regulation a PhD can be pursued by a person with Master's degree (or equivalent academic degree) in a broad area of healthcare and social welfare. Issues and terms related to the doctoral studies, including the application for the admission to the program and the admission procedures are regulated by the provision of the doctoral studies of the University. According to the provision, the admission to the doctoral studies is announced twice a year, however the admission to the doctoral program in Public Health is announced once a year. English language proficiency is required (at least B2 level, international certificate of TOEFL, GMAT, GRE, IELTS, FCE or CERTUS, certificate of education received abroad in English Language at Bachelor's/Master's/PhD programs or passing English language entrance examination for PhD program in a Georgian university). ○ According to the provision, the admission preconditions include two stages. The first stage is submission of the documents (including, testing the level of English language by examination in case of absence of a certificate), and the second stage is - presentation of the research concept.Information on the research topic and number of the applicants are posted on the official website of the university 45 days prior to the date of submission of the documents. Criteria of evaluation for the concept to be submitted by the doctoral students is also posted on the website. ○ During the first stage, the document is received, this process is curated by the manager of the qualification papers. The admission preconditions were edited by the program development council. The list of qualifications was reduced. The great majority of students do not study full-time but combine doctoral studies with paid work elsewhere. ○ The description above gives evidence to the fact that the Programme has relevant, transparent, fair, public and accessible programme admission preconditions.
Evidences/indicators ○ Self-evaluation report ○ Interviews ○ Doctoral Program in Public Health www.ug.edu.ge ○ Provision of the doctoral studies.
Recommendations:
Suggestions for programme development:

Given the fact that most students work in the field of public health or related field and that their PhD dissertations topics come usually from their current professional field the support from the current employer could be included as evaluation criteria for the study concept.

Given the fact that the completion rate is fairly low, the prospective student could be asked to provide a time plan for the completion of their PhD courses and dissertation project.

To allow the teaching of more advanced statistical methods completion of basic statistical method courses could be emphasized as an admission criteria.

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

X 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

- o The program consists of 60 ECTS academic components (including 50 ECTS main and 10 ECTS optional subjects) and 120 ECTS research components. Academic components are taught by semester (semester - 22 weeks). Some of the academic components has preconditions, while others do not have preconditions. The process is organized in such manner that the succession of the subjects would be logical, the majority of them can be mastered during the first academic year. As for the research components, the research process may start from the very first semester of the studies.Module-based program is developed to allow part-time studying, more advanced programs
- o The teaching is conducted by weeks and has daily activities. This means that intensive teaching is conducted daily by topics and activities determined by syllabi. Independent work done by a doctoral student is used for the purposes of enhancement of obtained knowledge and skills, for preparation for evaluation or preliminary introduction and preparation of the topics.

- The academic component is mainly supported with English language literature, which is supported by the electronic bases HINARI and ELSEVIER and open source databases such as PubMed. This makes it possible to gather the latest knowledge and activate and equip a doctoral student with this knowledge during the very first semester, to equip him/her with the skill of critical and philosophic understanding of the sectoral researches, to know about research ethics, formation of scientific projects and applications, research design and methods, to study the issues of epidemiology and biostatistics deeply, to understand statistical software.

- Seminar/laboratory and team work/teaching methods are actively used for the academic process (so called Team teaching). In terms of opportunity of accumulation of international and local experience in one and/or adjacent issues of various types, the Team Teaching method is one of the most justified practice for the doctoral level of studies, which allows the collaboration of several teachers.

- Elective courses determine continuation of studies according to the fields of interest of a doctoral student. This is also a contribution for the successful implementation of a research component.

- Research components include works which are related to the review of the literature on the research issue, drafting the research plan, scientific research, preparation for the dissertation thesis and its defense, which is managed by the supervisor of a doctoral student and the scientific-advisory board. Start of the research component by a doctoral student is determined by the scientific supervisor in agreement with the doctoral student and the process is monitored by the scientific-advisory board. Preparation of the dissertation work and its public defense aims to fix the new knowledge generated within the implemented research and to grant an academic degree of a doctor to the student.

- The description above demonstrates that the 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.

Evidences/indicators

- Self-evaluation report
- Interviews
- Map of Learning Outcomes (curriculum map)
- Course syllabi
- Public healthcare benchmarks in Georgia
- National Qualification Framework
- Analysis of the employment survey results
- Student survey results.

Recommendations:

Suggestions for programme development
Best Practices (if applicable):   o   Students participating in public health courses in University of Tromsa brought their experiences to University management which made revisions according to students' suggestions.
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   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   o   With regard to ECTS credits the courses are designed to take into consideration the required hourly workload, which includes doctoral students' contact and independent hours. The learning outcomes of each course basically comply with the content of the curriculum, the learning outcomes of the program, and the relevant level of higher education. Course teaching methods in the program meet international standards. They are tailored to the specifics of the respective study disciplines.   o   In the syllabi the most recent literature is presented, which is available in both the University Library and online databases HINARI and ELSEVIER. The literature provided by the study courses is compatible with the course learning outcomes and actual achievements in the field. The research component involves sharing and developing the latest research and approaches in the field.   o   Each course's achievement of each learning outcome is evaluated by the appropriate assessment method. Feedback is provided to the student.

- The Public healthcare benchmarks in Georgia recommend under the the Field of Competence - Medical Statistics (Bio-statistics) to include survival analysis into the curriculum. Also, the student survey conducted called for the need to teach more research methods. The employers mentioned advanced statistical methods as an important skill requirement for newly graduated doctoral students. The current syllabus for statistical methods does not include survival analysis, although the responsible teacher mentioned during the interviews that more advanced methods will be added to the syllabi later on

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

  - The course content does not include sufficient amount of teaching on qualitative methods and add learning outcomes for qualitative research methods and as well as for psychology of pedagogic.

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Evidences/indicators

- Self-evaluation report
- Doctoral Program in Public Healthcare, Syllabi
- Interviews
- Course syllabi
- Public healthcare benchmarks in Georgia
- National Qualification Framework
- Analysis of the employment survey results
- Student survey results.

Recommendations:

Develop closer ties (inclusion to the Programme Committee) with social partners and potential employers to have a better evaluation on the labour market needs.
Update the syllabi of modules by adding information about individual consultation time in addition to lectures and seminars.
Provide teaching on qualitative methods and add learning outcomes for qualitative research methods and psychology of pedagogic by providing elective courses or updating existing modules.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

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

☐ Complies with requirements

X Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

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

- o Since this is a PhD programme the focus is on ensuring the development of students' scientific and research skills and on their involvement in research projects. According to the School of Health Sciences of the University of Georgia the development of these skills and research projects relate to the Millennium Development Goals, the World Health Organization's Strategic Goals and Directions, the European Commission's Strategic Action Plan and the Country's Strategic Directions. To achieve the goals set out in the School's Strategy.

- o The research component in the Programme consists of stages to facilitate the creation of high quality and efficient research products. The research projects are divided into different stages: literature review, development of research protocol, carrying out the research, defending the dissertation. Each stage has a relevant purpose, sequence and assembly. They focus on developing a quality dissertation as a result. It is not possible to move to the next stage of the research component without going through an appropriate evaluation process, which is ensured by the Scientific Advisory Board with the relevant criteria. These criteria consider assessment of passed/ did not passed.

- o For admittance to the Dissertation defense, the doctoral student needs to publish at least two (2) articles on relevant research topics during the doctoral studies and participate at least in one (1)scientific conference as a speaker. The University ensures the financial and information support needed for a Doctoral student participation in scientific activities and publications.

- o For the financial support, the doctoral student, in agreement with the scientific supervisor, submits a written request to the administration on his/her desire to participate in the scientific activity, which is attached by financial and other documents. According to the Doctoral Studies Provision, the School of Health Sciences allocates research grants to each Doctoral student according to specific research issue, in the case of necessity, the supervisor searches for additional funding both nationally and internationally.

- The development of research abilities involves the creation, testing, and correction of relevant research tools, as well as direct research in line with the instruments discussed by the Bioethics Board and institutional support for research by the University.
- It was not completely clear how the quality of the articles and conferences are assured. During the interviews the goal of publishing in high impact international journals was mentioned, but it was not specified in the context of PhD dissertation criteria. The international standard requires that the articles are peer-reviewed. The University is publishing together with its international partner Tromsø University a journal Caucasus Journal of Health Sciences and Public Health Journal. A number of passed PhD dissertations included publications in this journal. However, it was not quite clear if this is a peer-reviewed journal. Reviewed of dissertations revealed that also a poster was included in a dissertation. Also, the criteria concerning the length and nature of the introductory chapter and abstract in English were not clear. The Academic staff has discussed if three articles should be required instead of two.
- Programme generally ensures the development of students' scientific and researchskills and their involvement in research projects, in accordance with the programme learning outcomes.

Evidences/indicators

- Self-evaluation report
- Interviews
- Site visit (review of dissertations)
- The Doctoral Studies Provision
- The School budget.

Recommendations:

It is recommended to specify the criteria for an accepted PhD dissertation in term of nature of articles (peer-reviewed) and in terms of the length of the introductory chapter.

Suggestions for programme development:

It is suggested that students should start working on their research project in the first months of the third semester in order to provide more time for research component of the study programme. This should allow to devote more time for selection of the topic, to work with their mentors on the development of research proposals, to perform review of literature, and to plan data sources and research methods.

Best Practices (if applicable):

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

Evaluation

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

☐ Complies with requirements

X Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods

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

Descriptive summary and analysis of compliance with standard requirements

- The Doctoral Program in Public Healthcare is implementing an assembly of various teaching methods. The following methods are typically used within the study component as well as throughout the work on the research component: interactive teaching method, method of working on literature and electronic sources, method of scientific writing, performing problem-solution oriented cases, supervision/guidance; learning through teaching, team teaching method, presentations, projects, critical analysis, discussions, lectures/seminars, method of working on a book, laboratory, explanatory method and preparation of abstract.

- Supervision is one of the leading methods of tertiary education. During the research component the doctoral student is deeply devoted to the formation of research protocols, research proceedings, and relevant outcomes carried out under supervision/guidance. As noted above, the doctoral program has specific stages for the research component that help both the doctoral student and the supervisor to work toward the desired and expected results. The function of these stages is toassist the doctoral student in achieving reasonable progress by performing specific tasks; to ensure gradual achievements assessment and feedback; to ensure monitoring mechanism; and to ensure time management.

- Time management is a major issue preventing completion of PhD studies or delaying completion. According to Erasmus + funded study in 2012 "Doctoral education in Georgia" most Doctoral students are not able to complete the program within the time-frame set for their doctoral studies and suspended their status, which mechanically increases the number of Doctoral students, and negatively impacts both the institution and the cost-efficiency of the resources invested in the research. It is also important to note the self-evaluation of Doctoral students assesing their engagement in research work. As many as 61.5% of the respondents were not satisfied with their efforts.

- To prevent this problem from occurring the research component in the Programme is broken down into stages ensuring close collaboration and communication between the research supervisor and the doctoral student. Scientific supervisors provide consulting on the publication of articles in scientific journals, project development, assisting, etc. The teacher may also give personal extra teaching hour for those students who are lagging behind (10 extra hours/course)
- Average supervisor have 5 PhD student which is a satisfactory number.
- The evidence presented for the evaluation team demonstrates that 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.

Evidences/indicators

- Self-evaluation report
- Interviews
- Site visit
- The Doctoral Program in Public Healthcare;
- Syllabi.

Recommendations:

Suggestions for programme development

Best Practices (if applicable):

- The teacher may also give personal extra teaching hour for those students who are lagging behind.

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

- Students' achievements are evaluated in compliance with the requirements of the Minister of Education and Science of Georgia Orders №3 from January 5, 2007, and №102/n from August 18, 2016. From the total evaluation sum of the program study component of 100 points, the midterm evaluation share is 60 points. Student achievement on the final exam is evaluated with a maximum of 40 points. The student is allowed to take the final exam if he/she has accumulated 11 points in the midterm evaluations.

- The evaluation system allows for 5 types of positive evaluations:Excellent – 91 - 100 points;Very good – 81-90 points; ; Good – 71-80 points;Satisfactory – 61 - 70 points; and Sufficient – 51-60 points. The two types of negative evaluation are:(FX) Did not pass – 41-50 points (meaning that a student needs to work more for passing the exam and is granted the right to take an additional examination by independent work) and (F) Failed – 40 and less points (meaning that the work of the student is not sufficient and he/she has to retake the course).

- The appropriation of the 120 credits envisaged for the research component is evidenced by the successful defense of the Dissertation. Dissertation Commission members evaluate Dissertation work anonymously, with 100-point system. For the final evaluation of the Dissertation, the commission for the calculation of the ballots of the Dissertation Commission calculates an arithmetic average of points, which compared with the Latin language evaluation according to the following scheme: Excellent (summa cum laude) – excellent dissertation;Very good (magna cum laude) – result that exceeds the defined requirements in all aspects;Good (cum laude) – result that exceeds the defined requirements;Medium (bene) - the result that meets all the requirements;Satisfactory (rite) – an outcome that, despite its deficiencies, still meets the defined requirements;Unsatisfactory (insufficient) - the result that does not meet the requirements due to significant insufficiency;Completely unsatisfactory (sub omni canone) - the result that does not meet the requirements at all.

- For evaluation of the learning outcomes in the study components, mainly abstracts, analytical essays, posters, cases, projects, etc. are used. The criteria for these assessment methods are set out in the relevant School document and posted on the website.

- It is determined that student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.

Evidences/indicators

- Self-evaluation report
- Interviews

o Site visit	
o Syllabi.	
Recommendations:	
Suggestions for programme development: We suggest that more variation is used in the evaluation of completed PhD thesis (all the accepted 8 theses got the absolutely best rating).	
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 X Complies with requirements ☐Substantially complies with requirements ☐Partially complies with requirements ☐ Does not comply with requirements	

Programme's Compliance with Standard

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

3. Student achievements and individual work with them

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

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

Descriptive summary and analysis of compliance with standard requirements
- The University and the School provide timely dissemination of information on administrative matters through e-mail, UG system and short text messages. The doctoral student is supported in the planning and organization of the study process by the supervisor/supervisors, members of the Scientific-Advisory Board, Scientific Supervisor and Ethics Board. With regard to issues related with the study process students are supported by course lecturers/assistants, the Office of Career Development, the Scientific Office and the Office of International and Study Process Administration and Management. These offices hold information meetings on exchange programs and competitions announced by the Scientific Funds, both individually and in groups.   - The student survey confirms the close co-operation of the Doctoral student with his/her scientific supervisor on a range of issues. 96% of Doctoral students surveyed confirm that they receive all kinds of information on study and research components in a timely manner. According to students recommendations based on surveys, consulting teaching model was changed to intensive subject teaching model and the teaching of several research modules intensified.   - All Phd Students are employed at different places (managers, dentists, obstetricians, clinical trial associates and so on) studying schedule is designed to be fit for everyone.   - During our meetings, we met several transfer students from different universities, they described their transfer experience as easy, fast and comfortable.   - All Phd students have an opportunity to work as assistant lecturers at GU (Bachelor degree).   - Meeting with alumni showed the obtaining Phd degree at GU was beneficial for their career and they are involved in scientific work until now.   - Based on our observations students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
Evidences/indicators   - Self-evaluation report   - Interviews   - Site visit   - Results of student surveys.
Recommendations:
Suggestions for programme development: There could be more elective courses.
Best Practices (if applicable):   Collaboration with university of Tromsa in Norway.

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

X Complies with requirements

☐Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

- o The Doctoral program in Public Healthcare engages 36 qualified academic staff, 5 of whom are visiting professors and 2 are foreigners. Before the announcement of the Doctoral program, the academic staff involved in the program determine the topics relevant to the objectives of the School/University and Research Institute. Specific topics are submitted to the School Board for approval, based on which the School Board determines the number of Doctoral students eligible for the Doctoral program and the composition of the Scientific/Advisory Board for each Doctoral student, which reviewed and approved by the Academic Council upon the recommendation of the School Board. The School Board notifies the Manager of the qualification papers on the decision, which ensures posting of the information on the official website of the university.

- o The Doctoral student is selected by the scientific Supervisor in the second stage - in the process of presenting the research concept. The concept is presented at a session of the Scientific / Advisory Board, which follows the concept evaluation criteria in decision making. For a positive decision by the Scientific / Advisory Board, the consent of the supervisor of the research topic is required. In the case of a positive decision, the Scientific / Advisory Board approves the title of the Dissertation and reports the result to the School Board within 5 working days. The decision of the Scientific / Advisory Board on obtaining the right to study in the doctoral program by an interested person, is signed within 2 working days by the minutes of the School Board.

- o The University ensures periodically training of the academic staff involved in the program in teaching methods, supervision and project development/management issues. As part of the Erasmus + project, Doctoral Programs in Public Health and Social Science (DPPHSS), involving the University of Georgia, in the fall semester of 2019 is set to retrain academic staff concerning supervision. These

	training are provided by the University of Gothenburg, Department of Public Health, Institute of Medicine. o University of Georgia is involved in the ERASMUS + funded institutional development project "Sustainable learner-centered teaching - Advanced Recourse for Georgia and China". Several activities and training delivered within the framework of the project when the academic staff trained in modern approaches to student-centered learning. o Planning of the research poses problems for the students. The students need more support in in scientific publishing. There are currently 43 students in the program but only 8 graduated. o Price of the program is twice as much as in state universities.

Evidences/indicators   o Self-evaluation report   o The Doctorate Statute   o Student survey   o Student focus groups.
Recommendations: Direct resources to support students in scientific publishing.
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation   o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard   ☐Complies with requirements   X Substantially complies with requirements   ☐Partially complies with requirements   ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements

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
o Leaders and executives of the Doctoral Program in Public Health are the leading specialists in the field in Georgia with their knowledge, experience, and qualifications. They have necessary competences for working out learning outcomes, envisaged by the program. 35 academic, invited and scientific staff are involved in the implementation of the program. 85.7% of the staff involved in the program is the academic staff of the School of Health Sciences, and the rest is invited.   o In determining the number of staff implementing the program, the management considered) Specificity of the field/sub-field) Actual Number of Students) Planned number of students) The number of academic/scientific staff, teachers with relevant qualification) Experience of the world leading universities.   o The following academic personnel is involved in the program: Professors, Associate Professors, Assistant Professors, Assistants. The qualifications of the persons involved in the program comply with the qualification requirements of the legislation and regulations of the UG. The qualification compliance assessment takes into consideration a person's academic degree, special education, publications, and professional experience, as well as English language proficiency at least at B2 level.   o The individual workload of the staff determined by the annual workload of the School approved by the Director of the School of Health Sciences, together with the Head of the Department. The research activities carried out by the staff as the Research Institute employee include the preparation of annual publications on behalf of the University, the preparation of a grant project, the implementation of a research project, the involvement of Masters and Doctoral students in the research and their supervision by conducting individual lecture-seminar to them, organizing a scientific conference or preparing a conference speech.

o To support the implementation of the program, in the University and School of Health Sciences administrations, the Library, the Quality Assurance Service, the Language Laboratory, the Student Affairs Center work qualified and experienced staff, the number of which adequate to meet various needs related with the students' learning process.

  o On the basis of available evidence we determine that the 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. In addition, the balance between academic and invited staff ensures programme sustainability.

  o The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. She is personally involved in programme implementation. Programme students are provided with an adequate number of administrative and support staff of appropriate competence

Evidences/indicators

  o Self-evaluation report
  o Interviews
  o Site visit
  o Educational and Scientific Personnel Statute.
  o Personal files
  o Relevant job descriptions
  o Qualification requirements;
  o Competition materials;
  o Number of applications filed for the jobs announced;
  o Student survey results.

Recommendations:

Suggestions for programme development

Best Practices (if applicable):

o The faculty members and Unversity staff are helping the students to gain access to data sources for their PhD research projects.

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

X Complies with requirements

☐Substantially complies with requirements

☐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 of Georgia encourages professional development of academic, scientific and invited staff, as well as supports them in implementation of scientific/research activities. With this purpose, a scientific-research institute has been established in the University, which includes Academic Personnel Development and Scientific Projects Management Service and the edition of a scientific journals "Caucasus Journal of Social Sciences" and "Caucasus Journal of Health Sciences and Public Health Journal". The international standing of the journals needs improvement.

- The scientific-research institute coordinates the scientific-research activity of the University of Georgia. Its main tasks are: The organization of determining a scientific-research activity in the University; the facilitation of integration with the educational process and the implementation of research oriented on quality and modern knowledge in the university; the planning and management of scientific policy in the university.

- Moreover, the School of Health Sciences and of the University of Georgia ensures the capacity building of the academic and administrative staff engaged in the implementation of the program by means of sharing international experiences. The administrative and academic staff involved in the program regularly attend international seminars and conferences, as well as training conducted by foreign and local specialists invited by the school.

- Evaluation of personnel in the university is performed by the administration and students. With the purpose of generalization of the best practices, the evaluation of the personnel is performed by a frequency planned by the administration, which is done by the School Director and/or Quality Assurance Service. Outcomes, as well as given recommendations may be reviewed at the Academic Board. In the end of a semester, student fill out a questionnaire for the evaluation of personnel and/or program component online. The outcomes of the student surveys are stored by the School Director and/or the Head of Quality Assurance Service. The School Director discusses the general outcomes at the School Board meeting without mentioning the personnel.

- o The administrative and academic staff involved in the program regularly attend international seminars and conferences, as well as training conducted by foreign and local specialists invited by the school. It is noteworthy that the University of Georgia is involved in the ERASMUS + funded institutional development project "Sustainable learner-centered teaching - Advanced Recourse for Georgia and China", which focuses on the development of academic staff in pedagogy - in terms of modern teaching approaches. The project envisages the creation of an appropriate regulatory structural unit.

- o The academic staff is obliged to: a) supporting the advancement of the qualification, familiarization with the novelties and international experience in his/her field; b) conducting a research and publish the research outcomes; c) participating in scientific conferences, both inside the country, and outside of its borders.

- o The budget of the School of Health Sciences provides the funding for the scientific research development projects of the School human resources, for which GEL 119,000 allocated in the current year budget. GEL 70.000 allocated for funding of academic staff exchange programs, GEL 15,000 allocated for upgrading the communication skills of the school administrative and academic staff (modern information technologies, improving foreign language skills, etc.).

- o On the basis of the description above it can be determined that Doctoral Program in Public Health conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis. Doctoral Program in Public Healthfosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Evidences/indicators

- o Self-evaluation report
- o nterviews
- o Site visit
- o The School budget.
- o The Scientific Research Center Provision
- o http://caucasushealth.ug.edu.ge/

Recommendations:

Suggestions for programme development:

The international standing of the journals "Caucasus Journal of Social Sciences" and "Caucasus Journal of Health Sciences and Public Health Journal" needs improvement.

Activities to increase research funding, also funding through international collaboration, should be further enhanced.

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

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. ensures an appropriate infrastructure.

Descriptive summary and analysis of compliance with standard requirements

- o The University of Georgia School of Health Sciences has Anatomy lab, Biochemistry and Microbiology lab, Simulation hospital, Orthopedic Dentistry lab, Dental simulation and practice lab, as well as the University Dental clinic. The training auditoriums are equipped with the state-of-the art information technologies (projectors, computers, internet, simulation dental laboratory with video translation and monitors). Students are provided with library support by the School library, which houses the latest, mostly foreign-language original book fund. The book fund includes the mandatory literature envisaged by the syllabus, lecture courses, readers and other learning materials (among them those existing on electronic drives), the renewal and filling of which is performed annually with the main and supplementary manuals envisaged by the syllabuses of the educational course, as well as with other literature. The newest scientific periodical editions are available to the students in the material and an online form.

- o With the purpose of adhering to security rules, the Safety and Security Service of the University of Georgia ensures the defense of order within the premises of the University. The activity of the Service is determined by the Statute of the University. On the basis of above it can be statated that the Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes. ensures an appropriate infrastructure.

Evidences/indicators

- o Self-evaluation report
- o Site visit
- o Interview
- o Procurement financial-accounting documentation.
- o Structure of the University.

Recommendations:

Suggestions for programme development

Best Practices (if applicable):

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

Evaluation
o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard X Complies with requirements ☐Substantially complies with requirements ☐Partially complies with requirements ☐ Does not comply with requirements

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

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

Descriptive summary and analysis of compliance with standard requirements
o The spending part of the budget of the University of Georgia School of Health Sciences is in line with the purposes outlined in the University Strategic Plan. The budget is largely focused on the following: 1. Facilitating the realization of a person's abilities and making him/her a competitive professional. 2. Continuous improvement of the material and technical base of the School, which also helps to attract and retain the best academic staff. 3. Developing a scientific-research direction that achieved and reflected in the budget by working on international grant projects. 4. Ensuring the participation and involvement of academic staff and students in local and international events, as reflected in the budget through grants and research funding. 5. Establishing close relationships with foreign and local partners through the involvement of administrative staff. o The Doctoral Program in Public Healthcare admits no more than 6 Doctoral students per year. The annual cost of the program is 6600 GEL, the price of one credit is 110 GEL. The pessimistic budget

envisages 6 Doctoral students per year. According to 3-year data the University share (services) is 30%, salary expenses 63.4%, other activities 6.7%, while the rest is other activities expenses and profit.

- o The University management tried to increase the number of students and not to increase tuition to generate more revenues. However, the policy was reversed to ensure the high quality of students. That ensures the financial sustainability of the program. Employers assured a sustained need for new PhD graduates.

- o On the basis of available evidence it can be determined that the allocation of financial resources stipulated in programme budget is economically feasible and corresponds to programme needs.

Evidences/indicators

- o Self-evaluation report
- o Interviews
- o Site visit
- o The Doctoral Program in Public Healthcare budget;
- o The University Strategic Development Plan.
- o The School budget.

Recommendations:

Suggestions for programme development:

Activities to increase research funding, also funding through international collaboration, should be further enhanced. Try to seek new grants for research.

Increasing support for internationalization of academic 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

X 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
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 o The University of Georgia has publicly available Continuous Quality Improvement Instruction, designed to ensure the teaching quality development and improvement opportunities. The mechanism for program development and quality assessment isbased on the principle of "Plan, Do, Check, Act". Continuous Quality Improvement Instruction envisages the involvement of students and stakeholders in the planning and management of the educational process. o An indirect evaluation of the program serves the purpose of research of the program from the perspectives of the parties interested and engaged in the program. An indirect evaluation is performed through The alumni employment index - upon the completion of the program, the graduate's employment index is searched for and analyzed periodically; The alumni evaluation study using qualitative and quantitative techniques; and The employers survey using qualitative and quantitative techniques - which serves the purpose of ensuring the competitiveness of program graduates. o The employer survey allows the program management to assess those skills and opportunities that are necessary for the labor market and which are considered as a mandatory condition for the employment. o Academic and invited personnel research using qualitative and quantitative techniques is aimed to identify areas to be improved in the understanding of the academic personnel with regard to the program outcomes. The results are reflected in the continuous renewal of both relevant competencies and teaching methods and literature

o   The description above demonstrate that 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.

Evidences/indicators
 	
    o   Self-evaluation report
    o   Interviews
    o   Site visit
    o   Continuous quality improvement instruction
    o   Learning outcomes evaluation procedure.

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

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

- o There is alsoacomparative analysis of similar programs which aims to improve and renew the program. A review of similar programs is performed once in 3 years, and the planning of measures of improving the existing program may be carried out based on competitive university programs.
- o The external evaluation mechanism is the LEPL National Center for Educational Quality Enhancement. 85% of recommendations and suggestions given by the accreditation Expert Panel in 2014 have been implemented.
- o The recommendations given in 2014 were following:
- o -Making sure what type of certificate or exam should be passed in order for a student-to-be to enroll on the program.
- o -Making courses Article 1 and Article 2 the preconditions to defending the thesis.
- o -Adding the English language courses either as obligatory or optional course.
- o The evidence shows that Programme utilizes the results of external quality assurance on a regular basis.

Evidences/indicators

- o Self-evaluation report
- o Interviews
- o Site visit
- o Program
- o Continuous quality improvement instruction
- o Results of the survey.

Recommendations:
Suggestions for programme development:

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

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

X Complies with requirements

☐Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

- o Monitoring and periodic evaluation of the Doctoral Program in Public Health has been carried out following the regulations of the University of Georgia - Continuous Quality Improvement Instruction. The aim the instruction is to ensure and improve opportunities for quality teaching, based on the involvement of students and other stakeholders in the process. At the University of Georgia, the mechanisms for assessing learning outcomes are used to evaluate the program outcomes. Evaluation is performed using direct and indirect evaluation methods. Direct evaluation of program outcomes involves testing students' achievement of the learning outcomes of the courses specified in the program to measure the level of achievement of the outcomes stipulated by the program. Improvement / modification of the program learning outcomes through the results obtained.

- o Examination, measurement, and analysis of the learning outcomes of the courses stipulated in the program are carried out during the semester, with midterm and final evaluations determined by the University of Georgia Regulations for students knowledge assessment, because these assessments examine course competencies that eventually develop the competencies of the program outcomes. Indirect evaluation of the program outcomes implies the attitude of students and stakeholders towards the learning processes and the program outcomes.

- o The results of the above evaluation reviewed by the Program Development Council. The composition of the Program Development Council is determined by the Academic Council of the School, taking into consideration the specifics and needs of the program. The list of members of the Council approved by the minutes of the School Academic Council. The permanent members of the Council are the Head of the specific program and the Quality Assurance Officer. The purpose of the Council session is to review and analyze the program outcomes. Review and analysis are made to improve the relevance of the program purposes and outcomes.

- o The Program Evaluation Council holds a summarizing session at least once per semester, though additional meetings scheduled if required. Evaluation of the program outcomes through direct mechanisms is recommended at least once per year, whereas the program outcomes evaluation through indirect mechanisms carried out once every two years.The recommendations made by the Program Development Council approved by the Academic Council and subsequently amended. According to the above regulation, the Council for the Development of the Doctoral Program in Public Healthcare was established, which met twice this year.

	o	On the basis of description above it can be determined that 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.

Evidences/indicators

- o Self-evaluation report
- o Interview
- o Site visit
- o Continuous quality improvement instruction
- o Results of the survey.

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

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

X Complies with requirements

☐Substantially complies with requirements

☐Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI's Name:

Higher Education Programme Name:

Number of Pages of the Report:

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

Heikki Hiilamo

Expert Panel Members'

Otar Gerzmava

Mariam Abuladze