



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Accreditation Expert Group Report on Higher Education Programme
One Step Undergraduate Educational Program for MD (Georgian)**

LLC Teaching University Geomedi

Date(s) of Evaluation; 27th to 29th January 2020

Report Submission Date; 09.03.20

Tbilisi
2020

HEI's Information Profile

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|--|---------------------------------|
| Name of Institution Indicating its Organizational Legal Form | Teaching University Geomedi LLC |
| HEI's Identification Code | 204909858 |
| Type of Institution | Teaching University |

Higher Education Programme Information Profile

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| Name of the Programme | One Step Undergraduate Educational Programme for MD (Georgian) |
| Level of Education | One-step |
| Qualification Granted Indicating Qualification Code | 0912 |
| Language of Instruction | English & Georgian |
| Number of Credits | 360 |
| Programme Status (Authorized/Accredited/New) | Accredited |

Expert Panel Members

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| Chair (Name, Surname, University/organization/Country) | Professor Mairi Scott University of Dundee. Scotland UK |
| Member (Name, Surname, University/organization/Country) | Professor Irina Pkhakadze |
| Member (Name, Surname, University/organization/Country) | Dr Irakli Gagua |
| Member (Name, Surname, University/organization/Country) | Dr Lana Bokuchava |

Accreditation Report Executive Summary

- **General information on the education programme**

The initial MD programme was launched in 30.08.13 however due to changes in regulatory standards, the World Federation of Medical Education (WFME), the Georgian National Qualification Framework and Sectoral indicators of Higher Education, the program was significantly updated and re-accredited in September 2018 for a period of 1 year and 6 months.

The significant change to the programme(s) was due to the regulatory requirement for medical programmes in Georgia to have a more modern 'integrated' approach to curriculum design and assessment in line with the world-wide shift towards enabling medical graduates to have the necessary skills for clinical practice at the point of graduation. For the Teaching University Geomedi to do this they have had to disaggregate their previous approach to single subject based teaching of traditional biomedical science for 2-3 years followed by the introduction of clinical subjects and placements. They designed their new curriculum with a comprehensive life science block at the start of the programme with early introduction of clinical skills training and case-based learning. Clinical experience is introduced much earlier to enable a deeper understanding of the relevance of the basic sciences based on biological systems. In addition, the Teaching University Geomedi has adopted a Case Based Learning approach to ensure horizontal and vertical integration of all subjects. Modern teaching methods are to be introduced throughout the curriculum and assessments are now a mix of Multi-choice examinations using an on-line system, written examinations including case-based scenarios, OSCE examinations and in the later years of study, mini-CEX exams designed to test overall case management in complex clinical situations.

The Teaching University Geomedi enrolled its first students onto the new programme in 2018 however as students who were enrolled onto the previous programme have not yet graduated, they are required to transfer to the new curriculum at the end of their current semester. The School has mapped the curriculum content between the 'new' and the 'old' programmes to identify any gaps and students are now being offered additional teaching to address these gaps. The school has a process in place to support and monitor these transitions.

The One Step Undergraduate Educational Program for MD (Georgian) is separate to the almost identical programme The One Step Undergraduate Educational Program for MD (English) and has only Georgian students enrolled. Both cohorts are approximately the same size. Georgian students are required to study English language modules in order that they can keep up to date with modern day medical literature.

The expert panel was invited to review the programme in order that consideration is given to continued approval of the programme based on an assessment of compliance with the NCEQE regulations and progress of delivery of the programme overall.

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

The Self Evaluation Report and associated documents were sent to the expert panel on 15th January 2020. Each of the panel experts identified 1 or 2 of the Standards for which they had expertise and agreed to take a lead role in the review of these Standards. However, all members reviewed all documents and prepared areas of enquiry for all aspects of the site visit.

Overall the documentation submitted in both Georgian and English was limited, (the English documents did not comply with the list of required documents on the SER back page) The Self-Evaluation reports (SER) for both English and Georgian programmes were identical, brief and did not demonstrate the required 'in-depth analysis and critical review' of the information provided. As a result, the panel had difficulty in gaining a comprehensive view of progress towards compliance with the requirements in advance of the visit nor did they gain any insight into which aspects of programme development the Teaching University Geomedi most wanted the panel to consider such as areas where they were seeking support and/or guidance.

In addition, there were some English documents placed only in the Georgian programme folder (yet with titles in Georgian) and this limited access to them in advance by the Chair. The Strategic Plan was made available through the website however unfortunately we were not given the access password in advance of the visit. During the visit the panel identified a list of documents which would have added further very relevant information in advance of the visit however it was agreed these could be produced on Day 2.

The list of additional documents requested was;

1. Previous Accreditation recommendations and the documents proving the amendments according to these recommendation (e.g. meeting minutes, action plans etc.)
2. Precise distribution of functions between the SER team members.
3. Strategic plan/Action plan (password needed for the web-based document)
4. Rules and regulations of Academic Board
5. External advisory reports (from USA and Germany)
6. Student Service Centre rules and regulations
7. Calendar of staff training for 2020 and the list of Academic staff participating in the training.
8. Methodology of Assessment Data Analysis
9. Check lists for MiniCEX and OSCE

Both the One Step Undergraduate Educational Program for MD (English & Georgian) were reviewed at the same time (during the document analysis and the review visit) however it was agreed that when issues specifically relevant to one programme or the other then the processes would be separated. In the interview schedules there were separate interviews with academic staff, invited staff and students from each of the programmes however as the two programmes are virtually identical all other interviews covered both programmes at the same time.

The site visit took place 29th / 30th January 2020. This was conducted according to the timetable of meetings planned with the school's senior management and administration teams, the quality assurance team, academic and invited staff, students, alumni, and employers. All members of the expert panel asked questions of the Teaching University Geomedi representatives and contributed to the informal feedback given to Teaching University Geomedi at the end of the visit.

Site Visit Day 1; In addition to interview meetings, there was a tour of two of the affiliated Clinics used for teaching and an opportunity to meet the lead clinicians in each. Invited staff told the panel members about their work with students and the availability of access to patients in a supportive environment. The sites chosen were; Evex Hospital and Pineo Medical Center.

Day 2; In addition to interview meetings, there was a tour of the student facilities, the library, the Rehabilitation Centre, the Clinical Skills Centre, the laboratories and the teaching areas within the Teaching University Geomedi campus.

A final report was submitted to NCEQE on 02.03.20.

- **Summary of education programmes compliance with the standards**

Whilst considerable work towards achieving the standards has been carried out since the last review visit particularly around curriculum design and development, assessment methodology and facilities upgrade there is an evident lack of cohesion in administrative process e.g. having a consistent and clear planning methodology with standardized regulatory documents. The consequent lack of a coherent document 'audit trail' created significant challenges for the visit team in gaining a comprehensive picture of the extent to which the Teaching University Geomedi has moved towards achieving all necessary standards.

However, overall the programme is appropriately based on the educational pedagogy underpinning the curriculum and assessment design but many staff still lack a comprehensive understanding of the nature of a fully integrate curriculum in a way that enables delivery. In order to embrace the University Mission fully, more work needs to be done to enhance international partnerships, research and clinical placements. All aspects of quality assurance process need to be more fully developed into a consistent and cohesive framework and with additional external oversight achieved.

Students are well supported and are used effectively in supporting new development and delivery and the work on creating new facilities has been beneficial to both students and staff. There still is a lack of detail apparent in the operationalization overall and in particular the plans to develop sufficient capacity for teaching when students move into clinical placements.

The areas in which where there is limited compliance are highlighted with reasons given for the decision and recommendations and suggestions to help address this.

- **Overall level of compliance with the standards**

| | |
|------------|------------------------|
| Standard 1 | Substantial Compliance |
| Standard 2 | Partial Compliance |
| Standard 3 | Compliance |
| Standard 4 | Substantial Compliance |
| Standard 5 | Partial Compliance |

- **Summary of Recommendations**

Standard 1

- (1.1) Given that the Mission statement of Teaching University Geomedi expresses a commitment to ‘integrate into the global educational area’ the University must make significant efforts to establish key international partners in a targeted manner. These could be targeted either geographically or based on areas of research where international collaboration would be meaningful.
- (1.1) Due to the importance of research development in the school there is a need for clear research strategic and operational plan with agreement of a few key subject areas for development. This would support staff and students in achieving research outputs for publication and impact
- (1.2) The Teaching University Geomedi must develop a more collaborative approach to curriculum and assessment development and delivery, particularly the bringing together of the scientific and clinical academic staff who at present continue to be skillful in their own disciplines but are less aware as to how one relates to the other.
- (1.2) The leadership team (Dean, Head of Programme, system leads, senior managers etc.) all need to develop a shared understanding of **all** aspects of the whole curriculum and assessment processes rather than relying on only a few key people having a comprehensive understanding of the detail of the expected inter-connectedness. This will be particularly important as the programmes expand and the necessary quality assurance processes requires extensive cohesion.
- (1.2) A more strategic and structured approach should be taken to the collection and utilization of outcome data in order to develop Action Plans for programme improvement based on the data.

Standard 2

- (2.2) According to the requirements of the Sectoral Benchmarks it is recommended to determine the number of compulsory 10 credits (ECTS) for development of clinical skills in a clinical skills laboratory.
- (2.3) In order to allow students the opportunity to monitor their own learning about complex clinical problem solving it is recommended to develop integrated quizzes and exam tests.
- (2.3) During elaboration of the Educational plan it would be better to consider the requirements of employers and alumni.
- (2.3) The competency mapping (levels 1 to 3) should demonstrate student progression more explicitly
- (2.3) Academic staff must be more precise in term of field competences elaboration while working on learning outcomes for each course.
- (2.4) To specify the mechanisms to achieve students’ practical skills and assessment of outcomes “at other licensed clinics in Georgia” in addition to the University Partner Clinics
- (2.5) All staff involved in curriculum design and deliver must either understand the underlying educational pedagogy that informs choices around methodology or be supported by others that have that expertise.
- (2.6) There is a need to deepen contextual integration through improving more integrated exam tests. Otherwise, integration of module courses has mechanical nature.

Standard 3 (None)

Standard 4

- (4.1) The programme staff need to develop their knowledge and understanding of integrated educational pedagogy in order to maximize the benefits from taking a more collaborative inter-disciplinary approach to curriculum and assessment design and development. Not only would this enhance curriculum and assessment integration, it would also reduce the over-reliance on only a few key people having a holistic view of the whole programme.
- (4.2) A robust staff development plan must be created resourced and monitored to cope with the increasing diversity of staff training needs and the stated intention to recruit additional staff as student numbers on the new programme increases. The plan should include active learning, student centeredness, curriculum design, constructive vertical and horizontal alignment, authenticity in assessment, Portfolio creation and assessment, Case writing and PBL developments and flipped classrooms.

Standard 5

- (5.1) Internal Quality Assurance policy and process documentation must be produced in a consistent manner in order to describe the systems that ensure regulation of the programme(s) and with evidence based methodological tools. These documents should include all pathways for policy approval, action planning etc. along with clarity about the staff member and/or committee(s) that have regulatory oversight obligations.
- (5.1) The internal processes must standardise the PDCA approach in a way that engages the wider academic team and students. This engagement should include discussion and agreement of the issues identified, the necessary actions to be taken, the subsequent creation of an action plan (using either SMART outcomes -Specific, Measurable, Realistic, Achievable and Time-bound or some other formal planning methodology and KPI's) the delivery of actions and the formal communication of final outcomes to students and staff i.e. closing the feedback loop.
- (5.2) The University must address the outstanding requirement from the previous review to create appropriate external oversight of the curriculum delivery and assessment such as is normally done by external examiners.
- (5.2) In order to work towards the goal of both national and international recognition of the MD degree the Teaching University Geometri must make significant efforts to establish additional key international partners to give contextual advice on the achievement of these goals.
- (5.3) Programme monitoring and periodic review processes must develop a formalized structure to ensure widespread and systematic involvement of all key stakeholders in the development and analysis of the data. Data handling processes should be developed to allow easy access to information by all involved in order to increase devolved decision making based on the data when appropriate

Summary of Suggestions

Standard 1

- (1.2) Consideration could be given to devolving responsibility for various aspects delivery to others in the academic team (e.g lead for assessment, lead for pre-clinical phase etc.) who

would all report to the Head of Programme and the Dean. This increases the extent to which more academic staff have a comprehensive overview of the curriculum and reduce the risk of overdependence on the Head of Programme.

Standard 2

- (2.1) To ensure publicity and accessibility of the program structure and full content, it would be better for the overall program description to be available for everybody on the website.
- (2.2) The programme structure and overall content development would be more collaborative if the process was formalised with cross representation of stakeholders in all groups (especially students, clinical and non-clinical, appointed and invited staff) under the leadership of the Dean
- (2.4) Whilst 'night shifts' may offer additional opportunities consideration should be given to the extent to which students can engage in learning when they are tired from being in class all day as well. The use of student Log books for clinical cases seen which are then formally monitored might be a way to ensure that the benefits hoped from 'night shifts' are realized.
- (2.6) In order to increase cohesion in student evaluation processes the faculty development team and the quality assurance service, together with the program development team, should conduct regular meetings with program students, program staff, to consider all feedbacks and develop recommendations and the relevant create action plans

Standard 3

- (3.1) It would be beneficial if the Student Self-Governance Committee (SSGC) was formalized with its terms of reference documented and shared with staff and students.

Standard 4

- (4.1) Consideration should be given to identifying the key programme leaders and supporting them to achieve educational qualifications such as Masters or PhD study in Medical Education.
- (4.3) Expert panel suggest university to equip all student rooms with air conditioning.
- (4.4) Expert panel suggests to increase Students Self-government funding

Standard 5

- (5.3) Given that there is a new digital Assessment tool that automatically scores student examinations with immediate access to results consideration should be given to adopting collaborative and innovative ways of using this data to inform programme improvement
- (5.3) Data on outcomes of assessment results and questionnaires could also be presented visually (graphs, pie charts etc.) to enable more widespread understanding of overall achievements, progress and trends.

Summary of best practices (If Applicable)

- **Standard 1**
 - **Standard 2**
 - **Standard 3**
 - The University Student Portal (accessible on mobile phones) allows students widespread access to all information including timetabling, communication with all staff and each other and regulatory and teaching materials such as study guides. This was acknowledged by the students to be an excellent tool and enables them to feel confident and independent when studying.
 - **Standard 4**
 - **Standard 5**
-
- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

The programme was accredited for a period of 18 months in 2018 and during that time the new programme(s) have been planned and mapped out in considerable detail and student recruitment has begun. A significant amount of work has gone into developing the “Life Science Block” which is an amalgamation of the single subject courses in the previous programme. This is delivered in the first semester of the integrated program and should provide students with a strong foundation in scientific principles necessary for the systems blocks which follow. Additional work has been done creating ‘core’ clinical cases which should also be strongly correlated with the materials delivered in the ‘Life Science Block’

A transition process has been developed for all students enrolled on the previous programme to allow them to transfer at the end of their current semester regardless of which year of study they are currently on. Additional mapping has identified any ‘gaps’ in the delivery of subject areas between the ‘old’ and ‘new’ programmes and plans put in place to offer additional teaching in order to close them. The students have all been informed of the changes and those we met reported they were happy with the transition plans.

There has been progress with refurbishing the current campus facilities in order to support additional students group work, access to library materials (including on-line journals) has been extended to support student self-directed study, a clinical skills laboratory has been developed with additional mannequins and teaching rooms with viewing rooms attached which will be suitable for limited sized OSCE exams, IT suits for online examinations have been developed along with supporting software, additional clinical placements are being sourced along with associated invited staff who can deliver teaching in these clinics. Faculty training in the new teaching methodology (student centred integrated Case Based Learning (CBL)) has been delivered to many of the current academic staff with more planned for additional invited staff and training in OSCE examination delivered by Tbilisi State Medical University (TSMU) has been delivered to 8 staff with a request for additional members of staff to receive OSCE training having been submitted to TSMU and who are now on a waiting list for this to happen.

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 Teaching University Geomedi Mission is to be found on the website;

‘The mission of Teaching University Geomedi is the integration into global educational area. The University ensures harmonization of scientific-research and educational process, oriented on the development of students’ intellectual and creative skills in the field of Medicine, Dentistry, Healthcare Economics and Management, Finances, Physical Medicine and Rehabilitation.’

The goals of the medical programme’s goals are aligned to the mission and are considered to be appropriate for Georgian and international graduates alike. They are also documented in a way that allows the programme to be compliant with the World Federation of Medical Education (WFME) standards, the National Qualification Framework and the Georgian Medicine Sector Benchmarks with approval being given at the previous visit in July 2018.

The mission and goals are reflected in the Strategic Development Plan of Teaching University Geomedi LLC (2018–2025) which has been *‘developed to enable the university to fulfil the mission of the institution, taking into account the fundamental values recognized by it. The present strategic plan is a kind of focus for the future activities of the university, a framework on which work will continue in the future’* and particularly Strategic Goal 3 - Planning and Implementing Educational Programs.

The MD program was subjected to a curriculum review in July 2018 in response to internal and external regulations based on environmental needs and recent developments in medical education practices. External advisors from Minnesota (USA) and Munich (Germany) also contributed to the review processes. All of this was done to bring the standards of teaching and learning as well as the programme learning outcomes in line with the best up-to-date medical education practices and international standards.

The intentions of the curriculum design is to enable students to gain all necessary knowledge, skills, understanding of ethical and legal principles, behaviours and attitudes to achieve the Program Learning Outcomes (PLOs) and needed competencies to become competent physicians and enabling them to contribute positively to patient care in primary, ambulatory

healthcare settings and others.

Such a programme is also expected to enhance graduate readiness for employment and increase job opportunities for the MD graduates among their peers locally and beyond.

In regard to the requirement to contribute to ‘the development of the field and the society’ and align this to the mission to ‘*integrate into the global educational area*’ the intention is to do this through collaboration with other institutions internationally however as yet there has only been some limited engagement with the University of Munich. Also there was no evidence of a focused research strategy to provide direction for future collaborations (research and teaching) consequently more work needs to be done to address these deficiencies. Once this is identified and agreed then all staff and students will also be able to align their own research outputs to it for publication and impact.

Evidences/indicators

- Self-Evaluation Report (English & Georgian)
- One Step Undergraduate Educational Program for MD (English & Georgian)
- University Website; Mission Statement, Strategic Development Plan (2018-2025)
- The University Regulations (Rector’s order N285, 27.10.2017)
- Regulation of the Faculty of Medicine 2017 27.11 # 12 Resolution
- Minutes of meeting of academic council N 09, 08.09.2017, Rector’s order N208, 08.09.2017)
- Statute of the Faculty of Medicine (minutes of meeting of academic council N012, 27.11.2017, Rector’s order N308, 27.11.2017)
- Labor market research
- Evaluation of the Educational Program Learning Outcomes in the Course of the Program
- Meetings with Administrative Team, Dean, and SER team.

Recommendations:

- Given that the Mission statement of Teaching University Geomedi expresses a commitment to ‘integrate into the global educational area’ the Teaching University Geomedi must make significant efforts to establish key international partners in a targeted manner. These could be targeted either geographically or based on areas of research where international collaboration would be meaningful.
- Due to the importance of research development in the plans for the future there is an urgent need for clear research strategic and operational plans with identification and agreement of a few key subject areas for development. This would support staff and students in achieving research outputs for publication and impact.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

1.2. Programme Learning Outcomes

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

Descriptive summary and analysis of compliance with standard requirements

The PLOs describe the expected learning that should be achieved as a result of students' compliance with all academic endeavours however due to a lack of specific documentation on the PLO's it was not clear how well they relate to both the Strategic and Operational plan and the individual Course Learning Outcomes and Assessments.

On discussion with the academic staff it was apparent that the Dean and Head of Programme fully understood the integrated nature of the curriculum in considerable detail, its' vertical and horizontal alignment and its relationship to the assessments. However it was apparent during the interviews that many of the academic staff whilst clearly very knowledgeable about their own subject areas were only able to describe the constructive alignment and integration in general terms and were not aware of much of the detail beyond their own speciality subject. This was even more evident in discussion with the invited staff. This lack of widespread understanding of the curriculum as a whole will limit the creation of fully integrated teaching materials e.g. cases for case based discussion and assessments e.g. OSCE stations that test multiple course outcome. The current curriculum and assessment management structure is quite flat and so limits the extent to which responsibility for various aspects delivery is devolved to others in the academic team (e.g. lead for assessment, lead for pre-clinical phase etc.) whilst remaining overall under the leadership of the Dean and Head of programme. This would not only increase the extent to which more academic staff have a comprehensive overview of the curriculum but also reduce the risk of overdependence on the Head of Programme.

Data is collected for analysis using a total of 5 indicators and a methodology to aggregate the data developed by the Teaching University Geomedi. The 5 indicators are ;

- Student Assessment questionnaire for Lecturer and Study course
- Program and service evaluation questionnaires by academic and invited staff
- Ranking of midterm assessments of students' academic performance
- Evaluation of students' final assessment
- Assessment of students' scientific activity

Whilst the Quality Assurance team could explain the results to us, the documentation of the statistical data analysis associated with these measures was limited with very little evidence of suggestions for improvement based on the data analysis is also limited. There was no evidence of action plans having been developed in response to the data analysis. As yet there have been no external examiners appointed to provide the externality necessary to ensure the assessment

processes adequately test the students' acquisition of the learning outcomes.

Evidences/indicators

- Self-Evaluation Report (English & Georgian)
- One Step Undergraduate Educational Program for MD (English & Georgian)
- University Website; Mission Statement, Strategic Development Plan (2018-2025)
- The University Regulations (Rector's order N285, 27.10.2017)
- Regulation of the Faculty of Medicine 2017 27.11 # 12 Resolution
- Minutes of meeting of academic council N 09, 08.09.2017, Rector's order N208, 08.09.2017)
- Statute of the Faculty of Medicine (minutes of meeting of academic council N012, 27.11.2017, Rector's order N308, 27.11.2017)
- Labor market research
- Evaluation of the Educational Program Learning Outcomes in the Course of the Program
- Meetings with Administrative Team, Dean, and SER team.

Recommendations:

- The Teaching University Geomedi must develop a more collaborative approach to curriculum and assessment development and delivery, particularly the bringing together of the scientific and clinical academic staff who currently are skillful in their own disciplines but are less aware as to how one relates to the other.
- The leadership team (Dean, Head of Programme, system leads, senior managers etc.) all need to develop a shared understanding of **all** aspects of the whole curriculum and assessment processes rather than relying on only a few key people having a comprehensive understanding of the detail of the expected inter-connectedness. This will be particularly important as the programmes expand and the necessary quality assurance processes requires extensive cohesion.
- A more strategic and structured approach should be taken to the collection and utilization of outcome data in order to develop Action Plans for programme improvement based on the data.

Suggestions for programme development:

- Consideration could be given to devolving responsibility for various aspects delivery to others in the academic team (e.g. lead for assessment, lead for pre-clinical phase etc.) who would all report to the Head of Programme and the Dean. This increases the extent to which more academic staff have a comprehensive overview of the curriculum and reduce the risk of overdependence on the Head of Programme.

Best Practices (if applicable):

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

- The extent of the work done to develop the curriculum and the assessment plans since the last review is considerable and overall the curriculum, once fully developed and delivered

as intended will most likely achieve the expected outcomes in an integrated manner

Evaluation

- 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 |
|---|----------------------------|--|--------------------------------------|-----------------------------------|
| 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

The prerequisites for receiving the educational program are relevant and transparent, in compliance with Georgian legislation and available to all interested persons; the characteristic of the educational program is available on the University website: www.geomedi.edu.ge. Program has defined program admission prerequisites and procedures. Rules of admission for Georgian and foreign citizens are defined by Law of Georgia.

Required documents of applicants for MD program:

- National School Leaving Certificate or its equivalent; scores obtained at the United National Exams (law of Georgia of Higher Education, Article 52, § 3).
- Admission of foreign citizens is regulated according to legislation established by the Ministry of Higher Education Article 52, § 3. Candidates willing to study for the

degree of Medical Doctor in English language program are required to present the document certifying the knowledge of English (not less than B2 level) or pass English Language test at the University.

- According to administration, university does not run an advertisement campaign to attract students, in this regard, in order to increase awareness of educational institution; there are no informational meetings on the schedule.

Evidences/indicators

- Website - www.geosis.edu.ge; www.geomedi.edu.ge
- One Step Undergraduate Educational Program for MD (English & Georgian)
- Interviews with the University Administration, with the head of Program, with the head of the QA, with the Self-Evaluation Team
- Interviews with the Heads of Program
- Self- Evaluation Report (English & Georgian)
- The educational process regulations (minutes of meeting of academic council N10, 27.10.2017, Rector's order N286, 27.10.2017)

Recommendations:

Suggestions for programme development:

- To ensure publicity and accessibility of the program structure and full content, it would be better for the overall program description to be available for everybody on the website.

Best Practices (if applicable):

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

Evaluation:

- 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

According to Georgian legislation, the program Medical Doctor is one-cycle program and equals to master's degree. The program is based on ECTS system and takes 6 years of study, involves 360 ECTS credits, 30 credits per semester, 1 credit is equal 25 academic hours.

330 credits are compulsory, 30 credits are elective.

An educational program is approved by Academic Council of Teaching University Geometri LLC by Resolution №5, 30.05.2019.

Program Status – accredited, the Accreditation Board of Educational Programs took decision to give conditional accreditation to MD one cycle education program for the term of 1 year and 6 months (decision N118, 12/09/2018).

The educational program has a Program Head, who is responsible for management of program implementation, its development and effective performance of all its components. Educational program is developed at the Medical faculty.

The English language program of the Medical Doctor is compiled by the methodology according to the system of development, implementation and evaluation of Bachelor Degree and Master's Programs, and One Step Educational Program for MD, enclosure N1 (minutes of meeting of academic council N10, 27.10.2017, Rector's order N286, 27.10.2017)

The educational program Medical Doctor is partially integrated (both horizontally and vertically). It consists of:

Specialty basic compulsory courses: 17 credits for the sciences studying the normal development, structure and functioning of human body;

Specialty basic compulsory integrated courses: 62 credits; it involves integrated biomedical sciences and normal structure and functioning of human body;

Specialty pre-clinical compulsory integrated courses: 51 credits; it involves pathology of organ systems modules;

Specialty clinical compulsory courses: 157 credits

Specialty compulsory courses: 30 credits

Scientific skills compulsory courses: 13 credits

Free elective courses: 30 credits; from these, the student is free to choose practice course in clinics, max. 10 credits and/or scientific work for max. 10 credits and other credits can be filled by other elective study courses offered by the program.

The development of the new fully integrated program(s) did not significantly alter the subjects within the clinical disciplines phase (from 7th to 12th semesters), but did require changes to integrate teaching of basic and preclinical subjects of medicine, specifically:

- The “Life Science Block” given in the first semester of recent integrated program includes the unit of all basic subjects which were taught at transitional stage in previous program in 1st and 2nd semesters. These subjects including cell biology and genetics, medical physics/biophysics, medical chemistry, general biochemistry and cytology/embryology were united into one common study block and the latter was put as precondition to integrated normal organ system modules. This module was also put as precondition to other integrated modules of organ systems.
- From the 2nd semester up to the 4th semester, the new program(s) offers integrated normal organ system modules, each of them including components of normal anatomy, histology, physiology, biochemistry and clinical skills related to the particular organ system in the module,
- The integrated organ system pathology modules are offered from 6th semester, including the pathology, pharmacology and therapeutic part of clinical skills related to the particular organ system in the module.

According to the requirements of the Sectoral Benchmarks:

- 13 credits (ECTS) are devoted to the development of scientific skills (Biostatistics, Research Skills Epidemiology, Evidence-Based Medicine and Research Process)
- Program considers number of contact hours to the development of clinical skills in a clinical skills laboratory, but program plan disables calculation of compulsory 10 credits (ECTS) obligatory for clinical skills.
- Brief description of the program is uploaded on the website of the University. However, a password is required to access the program structure, therefore full content of the curriculum is not available for everybody.

Integration is important for the development of the curriculum, as well as correct understanding of the meaning of curriculum integration, its goals and content by academic staff. The program provides access to clinical courses at an early stage; “clinical skills” are related to the particular organ system in the basic modules, but in order to have both horizontal and vertical integration. It would be preferable to revise basic science issues in clinical disciplines higher study years.

The sequence of the components in the curriculum and the prerequisites for access to the later components is logical. The teaching methods, credits, and assessment criteria used in each component are consistent with the content of each course.

Evidences/indicators

- website - www.geosis.edu.ge; www.geomedi.edu.ge
- One Step Undergraduate Educational Program for MD (English & Georgian)
- Interviews with the Heads of Program, Academic Staff, Invited Staff
- Self- Evaluation Report (English & Georgian)
- The educational process regulations (minutes of meeting of academic council N10, 27.10.2017, Rector’s order N286, 27.10.2017)
- The System of development, implementation and evaluation of Bachelor Degree and Master’s Programs

Recommendations:

- According to the requirements of the Sectoral Benchmarks it is recommended to determine the number of compulsory 10 credits (ECTS) for development of clinical skills in a clinical skills laboratory.

Suggestions for programme development:

- The programme structure and overall content would be much more developed in an integrated way if there was a more formal collaborative process involving all stakeholders (staff, students, alumni, and employers, professional associations) under the leadership of the Dean

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

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

2.3 Course

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

Descriptive summary and analysis of compliance with standard requirements

The educational program Medical Doctor is partially integrated, with the first part of the program is organized by modular teaching, and the later part by systems based courses and clinical attachments.

The syllabuses of the courses /modules of the program include the following information: Type of the course /module, ECTS and distribution of hours in accordance with student's workload, Preconditions for admission, Objectives of the course, learning outcomes, Methods of teaching/learning, Knowledge Assessment Criteria, Basic literature, Content of the course.

According to the syllabus of the theoretical subjects/module ("Life Sciences"), the study course "Life Sciences" block includes cell biology and genetics, medical chemistry, medical physics, general biochemistry and cytology. The aim of course is not study investigation of patients, to make diagnosis and drug prescription.

The field competence development is defined as follows: Patient consultation /Assessment of clinical cases, setting the clinical investigation plan, making differential diagnosis, discussion about disease management plan /Knowledge of drug prescription basics/Professionalism.

However, taking into consideration of content integrated courses in this educational module validity of their development is less possible.

In the same integrated module midterm exams are defined as for independent courses Midterm exam is held for each subject separately by the test format, with exclusion of mechanical integration and deepening of contextual integration. Students are better able to monitor their own progress in understanding the complexity of the integration of knowledge in clinical problem solving through the use of integrated mid-term quizzes and final exam tests. Otherwise, integration of module courses has mechanical nature.

A competency map defines the three levels of learning outcomes 1- introduction, 2 -development/ Reinforcement, 3 - master's. Learning outcomes are introduced in lower level courses and then further developed in clinical courses, but according syllabi of all clinical courses of 4th, 5th, 6th study years all field competences (patient counseling, assessment of clinical cases, appointment of diagnosis, differential diagnosis, discussion of disease management plan, Assistance in emergency medical care, Knowledge of subscription to medicines, Conducting Practical procedures, Effective communication in medical contexts, In clinical practice, the use of ethical and legal principles, Assessment of psychological and social aspects of patient's illness, Using evidence-based principles, skills and knowledge, effective use of information technologies and information in medical context, Implementation of health promotion activities, involvement in public health issues, effective work in the health care system, Professionalism) are indicated on master's level only, which does not therefore demonstrate essential components of student progression. Consequently it makes us think that over the last three years the program has provided students with knowledge and skills with neither updates, nor improvements from the fourth to the sixth year of study. It makes impression that the program is not aimed at professional growth of students by mastering field competences.

According to some fundamental/basic science modules/courses the outcomes include field - competencies, i.e. patient consultation, Assessment of clinical cases, setting the clinical investigation plan, making differential diagnosis, discussion about disease management plan, Knowledge of drug prescription, Professionalism basics are outcomes achieved by the study course "Life Sciences", that includes cell biology and genetics, medical chemistry, medical physics, general biochemistry and cytology / embryology.

The program uses basic and additional literature in print and electronic versions. The library has access to electronic databases.

Evidences/indicators

- Self-Evaluation Report (English and Georgian)
- One Step Undergraduate Educational Program for MD (English & Georgian)
- Map of course competences
- The System of development, implementation and evaluation of Bachelor Degree and Master's Programs,
- enclosure N1 (minutes of meeting of academic council N10, 27.10.2017, Rector's order

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| <p>N286, 27.10.2017)</p> <ul style="list-style-type: none"> • Interview with the Heads of program, Students, Academic and Invited Staff; • Facilities tour including the Library. |
| <p>Recommendations:</p> <ul style="list-style-type: none"> • In order to allow students the opportunity to monitor their own learning about complex clinical problem solving it is recommended to develop integrated quizzes and exam tests. • During elaboration of the Educational plan it would be better to consider explicitly the requirements of employers and alumni. • The competency mapping (levels 1 to 3) should demonstrate student progression more explicitly • Academic staff must be more precise in term of field competences elaboration while working on learning outcomes for each course. |
| <p>Suggestions for programme development:</p> |
| <p>Best Practices (if applicable):</p> |
| <p>In case of accredited programme, significant accomplishments and/or progress</p> |
| <p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p> |

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| <p>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</p> |
| <p>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.</p> |
| <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The program ensures the development of students' practical and scientific research skills. The mandatory components of the program (academic writing, scientific research skills, and evidence-based medicine) allow the student to master the basics of scientific research, as well as to acquire practical skills from the first semester through the study course (Introduction to Clinical Skills (Communication Skills) and second semester clinical skills integrated into the normative modules in the course. There is a Clinical Skills Center at the faculty base to support the development of practical skills.</p> <p>Also, the practical work offered as an optional component in the program structure will deepen the student's ability to conduct independent scientific research. Students will be able to access library resources and labs. The program will provide practical skills development from the first semester, both through simulation tutorials (simulation moulage training) and mandatory clinical shifts. Also, in the process of clinical rotations, the maximum involvement of students in the</p> |

practical work of the subject is provided.

According to administration the program also offers students to deepen their practical skills through an elective course – either internships at our partner clinic, or at other licensed clinics in Georgia.

However, the mechanisms for achieving the learning outcomes for this aspect of the course and so carrying out the necessary assessments e.g. MiniCEX “at other licensed clinics in Georgia” are unclear. These mechanisms are not specified in the agreements with these clinics and nor did the clinic representatives have a clear response when questioned about this. In addition the need for increased numbers of appropriate clinical placements will be significant as student numbers increase. Whilst ‘night shifts’ may offer additional opportunities consideration should be given to the extent to which students can engage in learning when they are tired from being in class all day as well. The use of the student Log books for clinical cases seen which are then formally monitored might be a way to ensure that the benefits hoped from ‘night shifts’ are realized.

Evidences/indicators

- One Step Undergraduate Educational Program for MD (English & Georgian)
- Map of course competences
- Website detail of participation in student scientific conferences, grants for projects;
- Relevant memorandums with profile institutions;
- Contract with clinics for practical skills
- Self-Evaluation Report (English & Georgian)

• **Recommendations:**

- To specify the mechanisms to achieve students’ practical skills and assessment of outcomes “at other licensed clinics in Georgia” in addition to the University Partner Clinic

Suggestions for programme development:

- Whilst ‘night shifts’ may offer additional opportunities consideration should be given to the extent to which students can engage in learning when they are tired from being in class all day as well. The use of student Log books for clinical cases seen which are then formally monitored might be a way to ensure that the benefits hoped from ‘night shifts’ are realized.

Best Practices (if applicable):

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

Evaluation

- Complies with requirements
- 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

There was very limited information on this in the SER however the Course documentation states that the curriculum program is implemented with student-oriented teaching-learning methods. They describe a variety of teaching methods that are relevant to the course objectives, focused on learning outcomes, but are specified together by providing a list of methods. Whilst this list is comprehensive (below) there is a lack of detail as to how decisions around the choice of specific methodologies for each component of the programme was identified and agreed in the various subject areas. There was discussion with academic staff about teaching and learning methods, course content, student learning outcomes and how to ensure their achievement. However the responses from many of the academic and invited staff, whilst able to explain in general the underlying reason for the curriculum changes, suggested they did not fully understand how they would actually implement new methods in their activities. They expected to receive training on this however they expressed uncertainty as to how and when that would be made available to all those involved in teaching development and delivery as it is being outsourced to the Centre for Education Initiatives. There is also a related issue of current lack of capacity of the Tbilisi State Medical University to deliver OSCE training to the additional faculty and invited staff needed once the OSCE examinations are being used for all years on both MD programmes.

- Demonstrating practical skills on patients, phantoms and models
- Laboratory work
- Practice in clinics
- Seminar
- Patient observation
- Critical assessment of their own work
- Interassessment of performed work
- Independent work
- Discussion of searched study / innovative material
- Verbal presentation of the material
- Portfolio
- Blitz questions
- Objectively structured clinical exam (OSCE)
- Intermediate assessment
- Final exam
- Clinical mini-exam (mini-CEX)
- Test
- Quiz
- Essay
- Case according to the subject specificities
- Problem-based learning (PBL)
- Case-based learning (CBL)
- Group working
- Consultation
- Presentation
- Publication of an article, thesis, participation in conferences
- Practice in clinic
- Bedside teaching
- Cooperative teaching

- Case study – professor discusses specific cases with students at the lecture, who will profoundly study this specific issue
- Brain storming – supporting to development and formulating of as much as possible radically different thoughts, ideas or considerations about specific issue / problem within specific topic. It supports the development of creative approach to problem.
- Role play of doctor and patient and situation plays
- Demonstration method
- Induction / deduction / analysis / synthesis
- Descriptive method
- Action-oriented teaching
- Development and presentation of the project
- Electronic teaching mode (E-learning)
- Research-based teaching
- Verbal method
- Textbook-based method
- Writing-based method
- Discussions / debates

Evidences/indicators

- One Step Undergraduate Educational Program for MD (English & Georgian)
- The educational process regulations (minutes of meeting of academic council N10, 27.10.2017, Rector’s order N286, 27.10.2017)
- Interview with the Heads of program, the Heads of QA departments.
- Self-Evaluation Report (English & Georgian)

Recommendations:

- All staff involved in curriculum design and deliver must either understand and justify the underlying educational pedagogy that informs choices around methodology or be supported by others that have that expertise.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation:

- 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' assessment is carried out according to legislation, through a transparent and fair process. Various components of assessment regarding specifics of the study course are set, which makes it possible to show the maximum of his/hers competences. The components of assessment (midterm and final assessment) have minimum competence range. A student is informed about the assessment system used within the institution as well as related regulations. The student assessment follows current legislation and European Credit Transfer and Accumulation System (ECTS) guidelines; law of Georgia on Higher Education and by order #03 of January 5, 2007 of Minister of Science and Education of Georgia on the Approval of the Procedures for Calculating Higher Education Programs with Credits and the assessment system defined by the above, which implies the following:

- **5 types of positive assessment:**
 - a) (A) **excellent-91%-100%**
 - b) (B) **very good-81-90%**
 - c) (C) **good-71-80%**
 - d) (D) **satisfactory-61-70%**
 - e) (E) **acceptable-51-60%**

- **2 types of negative assessments:**
 - a) (FX) **could not pass- 41-50%**-Which means that more work is needed. The student can enroll in independent work and is given the right of an additional test.
 - b) (F) **Fail-Less than 40%** Work carried out by the student is not enough and the student must retake the subject.

The overall term assessment of the student is defined by the sum of midterm assessment and final exam scores and is max. 100.

The summary assessment implies two components – midterm and final assessments. Each element has its percentage in overall assessment system, which is independently defined by the lecturer; (1) 70/30 or (2) 60/40, which means that in first case, intermediate assessment accounts for 70% of total summary scores, while the final exam gives only 30%; in second case, intermediate assessment accounts for 60% of total scores, while the final exam give only 40%.

Intermediate assessment is divided into several components (midterm exam, activity on seminars/practical classes, presentation, quiz, situational tasks, essays etc.); percentage of these components in total assessment is defined by the lecturer except for midterm exam itself, which is indispensable component of intermediate assessment (exceptions are clinical skills and clinical practice assessments) and its percentage in total scores: (1) in case of 70/30 system, midterm exam should account for 30 points, whereas in (2) case of 60/40 system – it must account for 20 points. The minimal competency limit of intermediate assessment which also is the precondition for admission to final exam is minimum 50% of intermediate assessment scores.

Final exam is an essential condition for final assessment. The minimal competency limit for passing the final exam is 50%+1 of total max. points; in case of getting less than minimal competency scores, the final exam assessment is nullified and if students term assessment is between 41-50, then they are granted the second chance to retake the final exam. If the student's intermediate assessment score is less than 41, then they must take this subject again. In case if student's

intermediate assessment score is 51 or higher, they must overcome the minimal competency limit on final exam, otherwise the subject will be considered as failed.

Student can retake a second chance final exam in the same semester, not later than 5 days after the date of first final exam. Assessment components are defined by the course supervisor according to the subject specificities. The passing minimum for final exam is 21 points (out of 40)

In the syllabi of the integrated module the assessment of a student is defined (Term activity, midterm, and summary quiz, final exam) by 100 grade point system for each subject separately! To deepen contextual integration it is better to develop the integrated exam tests. Otherwise, integration of module courses has a mechanical nature.

Clinical rounds (attending shifts) is assessed by the sum of clinical rounds and their assessments performed during the duration of the module, which is registered by the medical staff on duty, in special students clinical rounds log (see the appendix).

Minimum competence score for admission to final exam is 30 points from intermediate assessments for each subject included in module (out of 40).

In order for the student to be admitted to final exam, the arithmetic mean of intermediate assessments of all subjects must be minimum 30 points.

Final exam in clinical skills part: is held in OSCE format (objectively structures clinical exam). The students gives

exam in 12 exam room, 4 minutes for each station. For each trial they get max. 2 points (2 points – very good response; 1.5 points – good response; 1 point – satisfactory response; 0.5 point – minimal response, 0 – no response at all). Total max. 24 points.

In clinical disciplines test format exam, including tests based on clinical cases – 20 points; 2) mini CEX – assessed by 20 points (see the attached miniCEX evaluation paper template).

The syllabi of some courses do not specify the distribution of assessment components and are indicated by the teacher's wishes and the Assessment criteria contain information: Each component has its own share in overall assessment system, which is individually determined by teaching course author(s). For example: (1) 70/30, or (2) 60/40. In first case midyear and rolling assessment cumulates 70 % and final exam is 30%. In second case midyear and rolling assessment is 60 % and final exam is 40 %. It is recommended that the student should know the exact rubric of assessment from the beginning of courses.

According the program Clinical skills component additionally includes practical exam, which is held by situational tasks, twice during a module, without warning the students. It is incomprehensible purpose to take the exam without student warning.

The components of assessment (midterm and final assessment) has minimum competence range, according the administration that motivates students to be high performers, but we note, if the minimum threshold for passing exams would be increased, that is undoubted progress in ensuring achievement of learning outcomes.

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| <p>Evidences/indicators</p> <ul style="list-style-type: none"> • One Step Undergraduate Educational Program for MD (English & Georgian) • The educational process regulations (minutes of meeting of academic council N10, 27.10.2017, Rector's order N286, 27.10.2017) • Interview with the Heads of program, the Heads of QA departments. • Self-Evaluation Report (English & Georgian) |
| <p>Recommendations:</p> <ul style="list-style-type: none"> • There is a need to deepen contextual integration through improving more integrated exam tests. Otherwise, integration of module courses has mechanical nature. |
| <p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • In order to increase cohesion in student evaluation processes the faculty development team and the quality assurance service, together with the program development team, should conduct regular meetings with program students, program staff, to consider all feedbacks and develop recommendations and the relevant create action plans |
| <p>Best Practices (if applicable):</p> |
| <p>In case of accredited programme, significant accomplishments and/or progress</p> |
| <p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p> |

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.

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| <p>3.1. Student support services</p> |
| <p>Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.</p> |
| <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Students of Teaching University “Geometri” receive appropriate information upon the planning of learning process and improvement of academic achievement, which is achieved via usage of electronic portal system, giving opportunity for every student to track their achievements in studies, as well as communicate with representatives of the Administration and lecturers.</p> <p>The Student Service Center was created in 2019 and appears to be working well and also the ‘Student Self-Governance Committee (SSGC)’ is operating at the University, providing full information to students on any details regarding the University, as well as daily activities through the student leaders and social media e.g. SSGC Facebook pages. However documentation describing the formal aspects of the SSGC was not apparent and in particular there was no clear indication of the formal obligations and commitments e.g. terms of reference, remit, membership, accountability etc.</p> <p>Students of Teaching University “Geometri” receive appropriate and timely information from both academic and administrative staff. This is partly achieved by the University Student Portal (accessible on mobile phones) which allows students widespread access to all information including timetabling, communication with all staff and each other and regulatory and teaching material such as study guides. This was acknowledged by the students to be an excellent tool and enables them to feel confident and independent when studying. In addition however they all spoke highly of the extent of the support they received from their teachers and administrative staff. They also acknowledged they were encouraged to publish and present their work and rewarded with prizes including financial support for conferences attendance.</p> |
| <p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report (English & Georgian) • Student relationship service regulations (minutes of meeting of academic council N09, 30.08.2016, Rector’s order N175, 02.09.2016) • Statute of the Faculty of Medicine (minutes of meeting of academic council N012, 27.11.2017, Rector’s order N308, 27.11.2017) • Interviews with students, academic staff, invited teachers, employers • Electronic portal of students. |
| <p>Recommendations:</p> |
| <p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • It would be beneficial if the Student Self-Governance Committee (SSGC) was formalized with its terms of reference documented and shared with staff and students. |

Best Practices (if applicable):

- The University Student Portal (accessible on mobile phones) allows students widespread access to all information including timetabling, communication with all staff and each other and regulatory and teaching material such as study guides. This was acknowledged by the students to be an excellent tool and enables them to feel confident and independent when studying.

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

Evaluation

- 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

Not applicable

Evidences/indicators

Not applicable

Recommendations:

Not applicable

Suggestions for programme development:

Not applicable

Best Practices (if applicable):

Not applicable

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

Not applicable

Evaluation:

- Complies with requirements
- Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

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

4.1 Human Resources

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

Descriptive summary and analysis of compliance with standard requirements

The qualifications and workload of the academic/invited staff involved in the implementation of the program are relevant to the achievement of the learning outcomes of the program. During site visit and interviews it was confirmed that the Head of the Program has the appropriate competence to guide the program, participate in its design, development, implementation, and events planned around the program. However it was obvious that university should involve academic and invited staff in developing the program

University has the regulations for election and attraction of qualified academic staff. This procedure is open, clear and based on competition in accordance of legislation of Georgia as well as regulation of the institution.

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

The current workload is adequate; the ratio of professors to students is acceptable for the program. Students are provided with a sufficient number of competent administrative and support staff who are ready to provide qualified counseling to students within their competence and to create a friendly, tolerant, and student-oriented environment.

Evidences/indicators

- Self-Evaluation Report (English & Georgian)
- Statute of the Faculty of Medicine (minutes of meeting of academic council N012, 27.11.2017, Rector's order N308, 27.11.2017)
- Personal records of academic/ invited administrative personnel Staff work patterns
- References on workload from other higher education institutions The System of development
- implementation and evaluation of Bachelor Degree and Master's Programs, and One Step Educational Program for MD, enclosure N1 (minutes of meeting of academic council N10, 27.10.2017, Rector's order N286, 27.10.2017)
- Meeting with students, staff, alumni and employers

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| <p>Recommendations:</p> <ul style="list-style-type: none"> The programme staff need to develop their knowledge and understanding of integrated educational pedagogy in order to maximize the benefits from taking a more collaborative inter-disciplinary approach to curriculum and assessment design and development. Not only would this enhance curriculum and assessment integration, it would also reduce the over-reliance on only a few key people having a holistic view of the whole programme. |
| <p>Suggestions for programme development:</p> <ul style="list-style-type: none"> Consideration should be given to identifying the key programme leaders and supporting them to achieve medical educational qualifications such as Masters or PhD study in Medical Education. |
| <p>Best Practices (if applicable):</p> |
| <p>In case of accredited programme, significant accomplishments and/or progress</p> |
| <p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p> |

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| <p>4.2 Professional development of academic, scientific and invited staff</p> <ul style="list-style-type: none"> ➤ 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. |
| <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The academic staff is systematically and permanently evaluated by the administration, by means of student questionnaires' and also peer assessment.</p> <p>The Quality Assurance Service regularly carries out the evaluation of academic/invited staff by completing Surveys/ and attending lectures/seminars. The results are analyzed and the relevant findings are taken into account for the next semester's workload. During interviews with students and administration it was mentioned that after students raised an issue one of invited staff was moved to Georgian program due to lack of English language skills.</p> <p>University promotes the professional development of staff by providing the material and financial resources. Additional training from Tbilisi State Medical University has been requested in order to increase the number of trained OSCE examiners from 8 to 12.</p> <p>The Institution supports the staff to participate in international projects, research and conferences. One member of academic staff planned to attend international conference but it was canceled due to visa issues. However, no clear examples of involvement in international conferences were mentioned during interviews.</p> |

In SER university mentions that there is appreciation to academic staff, suggesting promotion to the Academic Board, and planning various activities (e.g. trainings in medical education methodology, modern teaching methods) which the Academic and invited staff also described. Based on SER and interview data the University periodically carries out personnel satisfaction surveys.

Evidences/indicators

- Self-Evaluation Report (English & Georgian)
- Labor market research
- Evaluation of the quality of teaching, internal and external mechanisms (minutes of meeting of academic council N10, 27.10.2017, Rector’s order N286, 27.10.2017)
- Meeting with students, staff, alumni and employers
- Memorandum with the center of education initiatives

Recommendations:

- A robust staff development plan must be created, resourced and monitored to cope with the increasing diversity of staff training needs and the stated intention to recruit additional staff as student numbers on the new programme increases. The plan should include active learning, student centeredness, curriculum design, constructive vertical and horizontal alignment, authenticity in assessment, Portfolio creation and assessment, Case writing and PBL developments and flipped classrooms

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

- 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 Faculty possesses all infrastructures necessary to run the program, the teaching equipment and relevant usage protocols comply with recognized international standards. Among others it has well- equipped lecture halls with projectors and computers and a Simulation Center, working spaces for students, including free access to the library’s workstations. The medical simulation clinic has been renovated and was equipped with mouldages to provide the necessary materials for the implementation of the program. Extended anatomy block equipped with modern training

facilities has been added to the training process. A biochemical laboratory was opened for the teaching/scientific process. As a whole, students do have a stimulating learning environment with the appropriate equipment, space and possibilities for cooperation and group-working. While visiting teaching classes in some rooms air conditioners were missing, which could be problem during summertime.

For clinical learning the University has agreements with various clinics, hospitals. Evex hospital and Pineo Medical center were visited during accreditation process. Both of those visited provide enough and adequate resources for university students

The Library's environment includes the following spaces: reading hall, information-technological equipment space, group workspace, working space for the staff. The library is equipped with personal computers connected to the Internet, printer, wireless internet and dedicatedspace for disabled persons. The condition and functionality of the IT equipment is satisfactory. The University periodically updates the library fund with new editions of manuals and other literature.

University is also has a student portal – used for attendance, activity, and assessment; through this portal university community receives up-to-date information and have an opportunity for online, quasi instant feedbacks.

Results of student survey conducted on material resources are satisfactory. During interviews with students increased number of OSCE stations and renovated library were mentioned. Students and staff have access and training about how to use international electronic databases (EBSCO).

Evidences/indicators

- Self-Evaluation Report (English & Georgian)
- Meeting with students, staff, alumni and employers
- Statute of the Library (minutes of meeting of academic council N08, 04.08.2017, Rector’s order N190, 04.08.2017)
- Documentation of purchasing
- Contract with Innovative Systems Management LLC on electronic database EBSCO package
- The results of students survey
- Web site

Recommendations:

Suggestions for programme development:

- Expert panel could suggest university to equip all student rooms with Air conditioning.

Best Practices (if applicable):

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

Evaluation:

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

Information about the budget allocated to the development of Medicine programme is provided in SER documents, but exact and detailed calculations of the financial resources for the long-term sustainability of programme are not available. Nevertheless, the budget preparation and the management of resources are conducted with care, and the budget for the start of the programme is balanced. According to the on-site interviews with the administration and faculty members, there is evidence for a strong financial management and a focus on increasing the efficiency of expenditure and attracting new sources of income, which together provides confidence for the future of the programme of the Institution.

During interviews students mentioned that financial support from university was adequate, however suggested that increase of students' self-government budget in future will be helpful.

Major Shareholder/Rector mentioned during interviews that dividends are not distributed for the previous year and profit is allocated to reinvest and strengthen university financial sustainability. It is necessary to note that University leases privately owned building in the center of the city which could be an additional financial resource for the company.

Evidences/indicators

- Self-Evaluation Report (English & Georgian)
- Faculty budget
- Site visit
- Meeting with students, staff, alumni and employers

Recommendations:

Suggestions for programme development:

- Expert panel suggests to increase Students Self-government funding

Best Practices (if applicable):

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

Evaluation

- 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, analyzed and utilized for informed decision making and programme development on a regular basis.

| 5.1 Internal quality |
|--|
| <p>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.</p> |
| <p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The Quality Assurance department is available in the Teaching University “Geometri”. The workload and job description of which is described in Regulation document of the Teaching University “Geometri”.</p> <p>There was limited information on the Internal Quality systems within the MD Programme self-evaluation report the documentation provided had a range of different formats and this limited the extent to which the Review Panel was able to understand the system prior to the visit. At the visit meeting with the SER and Quality Assurance teams more information was given however not all staff at subsequent interviews were able to demonstrate they understood the full extent of the data analysis processes nor were they able to explain their input into decisions around suggestions for improvement.</p> <p>The Internal Quality is assured by the different questionnaires, designed for the students, academic as well as invited staff. The methodology of Assessment Data Analysis is used for the internal</p> |

quality assurance as a measurable tool where several points are emphasized:

- Assessment of learning outcomes of the educational program during a course of the program.
- Assessment of learning outcomes of the educational program upon completion of the program.
- Instructions for evaluating the results of student's sectorial competencies
- Assessment of student's learning achievements at the different study levels (e.g. bachelor, masters, one level and etc.)

A process had been developed called 'The Methodology of Assessment Data Analysis' which was described as a process that generated points for the various aspects measured e.g. questionnaires of staff, students general competencies, student satisfaction, employer questionnaire, graduates statistics etc. which were then aggregated in order to create an overview of achievements and progress and to make suggestions for improvement. It was unclear as the extent of the pedagogical evidence basis for the development of the aggregation component of this methodology and so no certainty as to the extent of its construct validity.

Although the MD Programme quality assurance is based on the "plan –do – check - act" principle there was limited evidence of the internal processes that enable these recommendations to be conveyed to the wider staff and students, transformed into action plans with details about who/which group had responsibility for delivery and where/in which committee these actions were then reviewed and regulated.

The evaluation results of the scientific activities of academic/affiliated staff were introduced based on a points system related to a reward system.

Evidences/indicators

- Self-Evaluation Report (English and Georgian)
- Interview results
- Teaching University Geomedi LLC Regulation 'Elaborating, Implementation and Evaluation systems of Bachelors, Masters and one step educational programme. Protocol #4 30.04.19
- Evaluation of Educational Programme Learning Outcomes in the Course of the Programme
- The Methodology of Assessment Data Analysis (minutes of meeting of academic council №04, 30.04.2019, Rector Order №134, 30.04.2019)
- Program Evaluation Instruction and Computation Assessment Instruction
- The results of application/questionnaire

Recommendations:

- Internal Quality Assurance policy and process documentation must be produced in a consistent manner in order to describe the systems that ensure regulation of the programme(s) and with evidence based methodological tools These documents should include all pathways for policy approval, action planning etc. along with clarity about the staff member and/or committee(s) that have regulatory oversight obligations.
- The internal processes must standardise the PDCA approach in a way that engages the

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| wider academic team and students. This engagement should include discussion and agreement of the issues identified, the necessary actions to be taken, the subsequent creation of an action plan (using either SMART outcomes -Specific, Measurable, Realistic, Achievable and Time-bound or some other formal planning methodology and KPI's) the delivery of actions and the formal communication of final outcomes to students and staff i.e. closing the feedback loop. |
| Suggestions for programme development: |
| Best Practices (if applicable): |
| In case of accredited programme, significant accomplishments and/or progress |
| Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements |

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| 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 <p>The MD Programme of Teaching University “Geomedi” utilizes the results of external quality assurance, which was provided by the expert panel of National Center for Educational Quality Enhancement in July 2018. In this report it was highlighted that although there has been international advisory input (University of Minnesota & University of Munich) into the design and development of the programme this did not extend to the creation of any form of ‘external examiner’ oversight. The recommendation provided at that time was - ‘to develop more accurate mechanism of monitoring the program by the use of external examiners as well as second evaluators to quality assure the assessment of students in knowledge and skills’ were noted to be still outstanding with no certainly as yet as to how and when this would be achieved.</p> <p>In addition the previous NCEQE report also recommended that the Teaching University Geomedi should ‘invite more national and international experts to assure equivalence of competence of the University Geomedi graduated with their Georgian peers’. There was no documentation provided describing any progress with this recommendation however in discussion with the senior team(s) the panel was told that there were having informal discussions with some international institutions but as yet there were no formal plans in place. Given the extent to which the programme is designed to recruit international students many of whom spoke about wishing to go and work in the USA and so were taking the USMLE examinations this recommendation seems key to ensuring that the MD degree awarded by the Teaching University Geomedi is recognized internationally</p> |
| Evidences/indicators <ul style="list-style-type: none"> • Interview results |

- Letter and report from external advisor Professor Frank Rhame Allina Medical Clinic University of Minnesota (Dated 05.12.18)
- Accreditation Expert Group Draft Report in Higher Education programme; One Cycle Educational Programme for MD (English & Georgian) July 2018.
- Self-Evaluation Report (English & Georgian)
- Program Evaluation Instruction and Computation Assessment Instruction
- The results of application/questionnaire
- Provision of Quality Assurance Service (Academic Council Protocol # 10, 27.10.2017, Rector Order # 286, 27.10.2017)??
- The methodology of Assessment Data Analysis (minutes of meeting of academic council №04, 30.04.2019, Rector Order №134, 30.04.2019)

Recommendations:

- The University must address the outstanding requirement from the previous review to create appropriate external oversight of the curriculum delivery and assessment such as is normally done by external examiners.
- In order to work towards the goal of both national and international recognition of the MD degree the Teaching University Geomedi must make significant efforts to establish additional key international partners to give contextual advice on the achievement of these goals.

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

- 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

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders, which is represented in the Evaluation for Educational program Learning Outcomes in the Course of Program, for 2018/2019 Autumn semester.

Upon the recommendations of the questioners results, more OSCE stations will be added, as well as more staff will be training.

However the current process for quality assurance of all operational and educational aspects of the programme, as demonstrated by the preparation of documents for this visit, appears to be reliant on a limited number of people using manual data handling processes. Given that it is now considered essential in a modern integrated curriculum for Quality Assurance processes to be fully embedded into curriculum delivery and assessment processes, it is necessary for all staff involved in teaching and research delivery to have access to appropriate levels of data at all times and to be able interpret their data meaningfully for their own courses. The current reliance on a few people using manual data systems will significantly limit this development and so the Teaching University Geomedi should consider how to address this particularly as they are seeking international recognition for their programmes.

The Teaching University Geomedi has purchased a new digital Assessment tool that automatically scores student examinations with immediate access to results. It will be interesting to see the extent to which having such enhanced access to data along with new data analysis tools will inform future approaches to programme improvement.

Evidences/indicators

- Self-Evaluation Report (English & Georgian)
- Program Evaluation Instruction and Computation Assessment Instruction
- The results of application/questionnaire
- Evaluation for Educational program Learning Outcomes in the Course of Program, for 2018/2019 Autumn semester document
- Provision of Quality Assurance Service (Academic Council Protocol # 10, 27.10.2017, Rector Order # 286, 27.10.2017)
- The methodology of Assessment Data Analysis (minutes of meeting of academic council №04, 30.04.2019, Rector Order №134, 30.04.2019)

Recommendations:

- Programme monitoring and periodic review processes must develop a formalized structure to ensure widespread and systematic involvement of all key stakeholders in the development and analysis of the data. Data handling processes should be developed to allow easy access to information by all involved in order to increase devolved decision making based on the data when appropriate.

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

Evaluation

- 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)

None

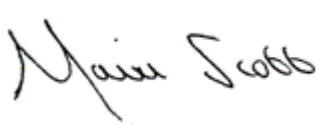
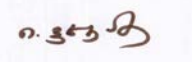
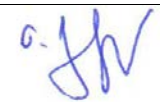
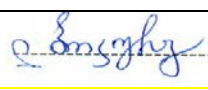
HEI's Name: Teaching University Geomedi

Higher Education Programme Name: One Step Undergraduate Educational Programme for MD (Georgian)

Number of Pages of the Report: 41

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 | |

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|------------------------------|--|
| <u>Expert Panel Chair's</u> | Signature |
| Professor Mairi Scott |  |
| <u>Expert Panel Members'</u> | Signature |
| Professor Irina Pkhakadze |  |
| Dr Irakli Gagua |  |
| Dr Lana Bokuchava |  |