განათლების ხარისხის განვითარების ეროვნული ცენტრი

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

One-Cycle Educational Program of Medical Doctor

East-West Teaching University

March 6-7, 2020

Final Report Submission Date: May 8, 2020

Tbilisi

2020

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	East-West Teaching University, Legal Entity of Private Law-Limited Liability Company Ltd
HEI's Identification Code	404535810
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	One-Cycle Educational Program of Medical Doctor
Level of Education	Academic (one-cycle)
Qualification Granted Indicating Qualification Code	0912
Language of Instruction	English
Number of Credits	360
Programme Status (Authorized/ Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Ivana Oborna, MD, PhD; independent consultant, Czech Republic
Member (Name, Surname, University/organization/Country)	Prof. Irine Pkhakadze, MD, Georgia
Member (Name, Surname, University/organization/Country)	Irakli Gagua, MD, Georgia
Member (Name, Surname, University/organization/Country)	Lana Bokuchava, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**

  East-West Teaching University, Ltd. (EWUNI) was established by East–West Company in 2017 and registered in the same year. EWUNI currently has one faculty – School of Medicine. At present, no teaching programme is delivered.

  All pieces of information about the first intended programme, the MD programme were obtained from documents provided by EWUNI as well as during site-visit and interviews. EWUNI also provided a large set of documents dealing with function of different structural units of EWUNI (see enclosed diagram) and with internal regulations. In case any other documents were requested, EWUNI provided those documents by return with one exception (see below).

  The MD programme has the ambition to admit 150 students each year from the beginning and reach in six years about 900 students. The MD programme is the integrated one with both, horizontal and vertical integrations and consist of six directions: Structure of life, Control of life, Cycle of life, Preservation of life, Protection of life and Support of life. Submitted Self-Evaluation Report is written according to the NCEQE standards. Syllabi are very complex and provide all sorts of information including course code, module, author(s) of syllabus including email address(es), prerequisites, term, status, language, aim, outcomes, competences, teaching methods, system of evaluation, study literature, format of the course and learning outcome map. They do not provide size of the group of students for each mentioned teaching methods (student-teacher ratio) and place(s) where each part of teaching will be provided. For better understanding the timetable was requested.

  CVs were also provided but mainly without up-to-date information. As the qualified staff is of utmost importance the updated information for academic staff, both affiliated and invited including current workload in hospitals/institutes/other universities and MD programmes expressed in FTEs was requested with defined statement of the workload percentage for EWUNI. This piece of information was not received even though repeated request via NCEQE was sent.

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

  The site visit started in the morning of March 6, 2020 with the panel visiting four (one for its OSCE centre) healthcare facilities including one wellness-spa resort and continued with the afternoon March 6 and full day March 7 meetings for interviews of the panel members with EWUNI itself

and School of Medicine leadership, management, staff and employers. No students were met as intended programme is the first one to be run.

The last interviews were conducted in the afternoon of March 7, 2020 and were followed by deliberation of the expert panel, during which the experts discussed and finally agreed on their assessment of the extent of compliance of the new MD programme with the accreditation standards and their components. The chair of the panel delivered a brief overview of the panel findings to the management of EWUNI and the management of the School of Medicine. The updated information for academic staff, both affiliated and invited including current workload in hospitals/institutes/other universities and MD programmes expressed in FTEs with defined statement of the workload percentage for EWUNI was requested to be delivered via NCEQE staff within a week. The expert panel was accompanied on the site visit by the NCEQ staff.

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

  The MD programme was evaluated according to the NCEQE Standards for Higher Education and Sector   Benchmarks for Medicine. WFME BME standards were partially also taken into consideration. EWUNI sets a very challenging goal to build a new MD programme without having any experience in running other educational programmes. To run successfully any MD programme, requires not only buildings and management with a lot of experience and proficiency but also relevant equipment and most importantly, adequate number of well-educated and qualified staff. It is visible that EWUNI, even though a lot of effort was given, did not achieve designated goal and is not ready to run an MD programme.

  The mission of EWUNI is to provide a higher education based on science and clinical experience. However, the objectives are not achievable, mainly due to missing material and human resources (e.g. inappropriate library, completely missing laboratories for basic subjects and lack of HR) and significant gaps in teaching methodology and organisation. At the time of visit, only one affiliated staff for EWUNI was present in the NCEQE database.

  Overall level of compliance with standards: Standard 1- Partial Compliance; Standard 2 - Does not Comply; Standard 3 - Compliance; Standard 4 - Does not Comply; Standard 5 - Partial Compliance.

- **Summary of Recommendations**
  - Active involvement of all stakeholders in the development of educational programme to ensure programme objectives.

o The East-West University must develop a more collaborative approach to curriculum and assessment development and delivery.

o The East West University must train its staff who are less aware as to how integrate courses and implement integrated curriculum in medical education methodology using the modern technologies.

o The Quality Assurance team should concentrate on the mechanisms for programme improvement.

o Academic staff must be more precise in term of field competences elaboration while working on learning outcomes for each course.

o To keep the quality of the education in the proposed MD programme is recommended to:

   a) back up calculation of planned number of students for an enrolment

   b) be highly selective in the transfer students when it becomes part of the programme. To establish clear criteria for transfer students including e.g. maximum length of break before enrolment, maximum year for enrolment as the curriculum is integrated, credit recognition including only recognition of those subjects with assessment more than 81% (grade A,B), ways of evaluation of knowledge, competences (MCQ test, oral exam, OSPE, OSCE) of remaining subjects, knowledge of Georgian language as this is taught only at the beginning of the study. Each transfer admission must be clearly documented for further evaluation. The percentage of transfer students must not exceed 5 % in each study year at least for the first three years of its run.

o Written documents must reflect a reality. Detailed schedule of the whole year programme including name(s) of teacher(s), size of each group of students, time and place where particular teaching will be held should be in place for all study years where any students were admitted.

o Concerning learning outcomes, correct missing assessments in the syllabus.

o Ensure conditions for obtaining skills mentioned in the syllabus.

o Ensure availability of relevant study material like books (either paper copies or electronic books) for students for the whole duration of the programme. Widen and maintain the portfolio of online databases during the whole course.

o Establish rules for continuation/termination the study in case prerequisites will not be satisfactory fulfilled.

o Establish relevant labs for basic science research.

o Establish relevant labs for clinical science research.

o Allocate budget for student research activities.

- Focus on real gain of practical skills, there cannot be such discrepancy between written documents and intended teaching.
- Define and rigorously observe student-teacher ratio for each teaching and learning method.
- Ensure that teaching and learning methods correspond to course content, student learning outcomes and their achievements. Add list of modules/courses/subject where OSCE is mentioned as a part of an assessment and implement this piece of information into appropriate syllabi.
- Written documents have to reflect reality. Establish and describe assessment including timeline.
- At least affiliated staff must be stated in NCEQE database which serves as a relevant source of up-to-date information.
- Increase teaching staff ideally a full-time staff, for part-time staff a written prove of readiness to work for EWUNI including workload in percentage should be in place. A careful calculation must be performed to ensure that proper teaching and clinical training is provided. Optimal calculation gives full time equivalent (FTE). When a Medical school employs a significant number of part-time staff, it can be useful to convert their hours worked into full time equivalents, to see how many full-time staff they equate to. It is highly recommended to use FTE from the real beginning of the MD programme and carry out recalculation for each term. It should be used for invited staff where only contact hours are calculated but also for affiliated staff where just hours appropriate with teaching have to be calculated.
- Increase number of administrative staff including staff at clinical settings.
- Keep strictly maximum number of students according to defined student-teacher ratio for each teaching technique.
- Only scientific papers with clear dedication to EWUNI should be taken into account.
- Duties and mutual relations between Department of Human Resource Management and Proceedings and Department of Quality Assurance and Strategic Development in professional development of academic, scientific and invited staff must be clearly stated
- Clear determination of the frequency of meetings with staff must be stated.
- Sort out all relevant documents about staff training into categories (e.g. education, specialisation, others) and keep it up-to-date.
- Give evidence of any scientific activities dedicated to EWUNI from its establishment.

o Build up appropriate utility rooms for students in all preclinical and clinical settings.

o Build up adequate laboratories for teaching of basic subjects including Anatomage which is currently almost standard equipment.

c) Build up the OSCE centre.

d) Build up an examination centre.

e) Build up an appropriate library with adequate number of relevant books, journals.

f) Ensure relevant electronic databases which must be available for the whole duration of the MD programme at minimum.

g) The university has to establish quality assurance culture according Internal Quality Assurance policy and implementation of real processes must align with in a consistent manner in order to describe the systems that ensure regulation of the programme.

h) Use external evaluation mechanisms as a part of the implementation and development policy of educational programmes.

i) In order to work towards the goal of both national and international recognition of the MD degree the University must make significant efforts to establish additional international partnerships to give contextual advice on the achievement of these goals.

j) Plan a real student-centred learning process.

k) Programme monitoring and periodic review processes must develop a formalized structure to ensure systematic involvement of all stakeholders in the development and data analysis.

- **Summary of Suggestions**

o Given that the Mission statement of East-West University expresses a commitment to contribute intercultural dialogue, achieve high employment rates for graduates on local and international labour market, and the development of an education-based civil society" the University must make significant efforts to establish international partners in a targeted manner. These could be based on areas of research where international collaboration would be meaningful.

o It is suggested for applicants to test their knowledge of biomedical subjects as an integral part of submission.

o Require B2 level certificate from all for students from abroad without exception.

o Consider certain flexibility of the syllabus.

o CVs´ should be updated regularly, probably annually in agreement with regular assessment of the academic performance.

- o The internal assessment system of QA at East-West University has to assess studying and research activities, analysing and using of assessment results for further development of the teaching / learning process, to include possible planning, managing and monitoring the development of the University, and to support improvements of teaching/learning, research and creative activities, to accomplish strategic goals and mission.
- o To develop the electronic platform for more effective involvement of all stakeholders in the working process of monitoring.

- Summary of best practices (If Applicable)

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

Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.
Descriptive summary and analysis of compliance with standard requirements   The East-West Teaching University Mission is to be found on the website; The objectives of the program are in line with the main provisions of the University Mission: "The mission of the East-West Teaching University is to provide a higher education based on science and clinical experience in medicine and general health care, which is based on expanding knowledge, skills, values and vision and creating a university environment according the best international experience. The university aims to contribute intercultural dialogue, achieve high employment rates for graduates on

local and international labour market, and the development of an education-based civil society."
(Annex 06, 07, 08)

Programme Objectives - set of knowledge, skills and competences the programme aims to develop in graduate students is defined but not achievable, mainly due to missing material and human resources /library, missing labs for basic subjects and lack of HR/;

Admission to the program is carried out in accordance with the procedure for the recognition, suspension and termination of the status of student in a one-cycle higher educational program, mobility, as well as pursuant to the rule of the recognition of education received during the study (Annex 04, 05), despite of admission without passing the United National Exams, that is allowed by the Ministry of Education and Science of Georgia, it is suggested for applicants to test their knowledge of chemistry and biology for achievements learning outcomes.

The main goal of the programme is to prepare qualified medical doctors. Therefore, the goals of the programme are:

o Prepare graduates with the knowledge necessary for medical activities in basic medical and clinical sciences;

o Development of appropriate practical and clinical skills in the first cycle of medical education for the graduates;

o Establishment and development of norms of professional ethics and professionalism for graduates;

o Developing skills in the standard and nonstandard situations for the graduates and the ability to get rid of it;

o Formation of the readiness of permanent professional development for the graduates.

The programme aims among the graduates to develop the competencies required by the national and international standards for the medical practice, which in turn implies basic theoretical knowledge in the field and practical skills.

To obtain academic degree of medical doctor the graduates should acquire:

o General clinical skills;

o Ability to work in accordance with the norms prescribed by the law and the principles of humanism;

o Respect toward the patients, to consider their interests regardless of their social, cultural, religious and ethnic background;

o To work within the professional ethic.

According the curriculum the program provides:

o To meet all the requirements of national and international health care system;

o Training of medical staff using the latest information and teaching technologies

o To equip the medical staff with the theoretical knowledge of technological advancement and the basic knowledge needed for medical practice.

Interviews revealed real conditions and lack of team work, interviews showed the development of this programme and the curriculum is not the result of collective labour, judgment and discussion of all members of the group, the experience of staff in medical education methodology was often accumulated in other universities, and more curriculum is based on the experience of some persons, interviews did not gave an example of full cooperation. Tour in Clinics and campus showed lack of material and human resources (library, labs for basic and preclinical subjects).

Evidences/indicators

o Educational program goals (Annex 04)

o Educational Program (Annex 04)

o Syllabuses (Annex 05)

o University mission (Annex 06)

o University web-site

o Interview results

Recommendations:

o Active involvement of all stakeholders in the development of educational programme to ensure programme objectives.

o The East-West University must develop a more collaborative approach to curriculum and assessment development and delivery.

o The East West University must train its staff who are less aware as to how integrate courses and implement integrated curriculum in medical education methodology using the modern technologies.

Suggestions for programme development:

o Given that the Mission statement of East-West University expresses a commitment to contribute intercultural dialogue, achieve high employment rates for graduates on local and international labour market, and the development of an education-based civil society" the University must make significant efforts to establish international partners in a targeted manner. These could be based on areas of research where international collaboration would be meaningful.

o It is suggested for applicants to test their knowledge of biomedical subjects as an integral part of submission.

Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
☐ Complies with requirements
☐ Substantially complies with requirements
X 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 Upon successful completion of the programme, the graduate will acquire the following general transfer skills and experience: o **Knowledge and understanding:** the relevant knowledge and understanding of the first stage of medical education in fundamental medical, clinical, behavioural sciences, knowledge of standard and non-standard, complete and incomplete data analysis, new information analysis and summarization methods, knowledge of specific medical fields and their methods; realizing the need for continuous knowledge updating; knowledge of ethical and legal principles in the context of medicine.   o **Skills:** critical evaluation of standard and non-standard, including incomplete data, their independent analysis, drawing conclusions and application of the analysis; drawing

conclusions from the analysis of new information, providing evidence and / or counter-arguments when analysing the results; obtaining information from different sources, initial processing and critical evaluation; ability to observe, listen, ask questions as well as written communication. Participate in meetings / discussions and give oral and written opinions. Conducting professional negotiations and participating in conflict resolution; practical work habits in the new staff, ability of professional adaptation / subordination, master new technologies; ability to master new technologies.

- o **Autonomy and Responsibility:** identification and formulation of problems independently, identify ways to solve them, analyse expected results, and make reasoned decisions; ability to continuously update learning / knowledge: use the full range of learning and information resources, manage their own learning process; Ability of objective assessment of one's own and others' knowledge and skills; ability to work independently and in a group: ability to manage time, set priorities, and meet deadlines. Proper planning of resources related to its activities. Accountability for the work done and its evaluation and criticism; ability to protect patient rights; conducting professional negotiations and participating in conflict resolution; acting with patients and colleagues in the frames of fairness, social and democratic values. **(Annex 04, 05).**

Medical Field Specific Learning Outcomes

1. A graduate knows / understands the fundamental principles of biomedical, behavioural, social, clinical sciences and fields;

2. A graduate of the program can consult the patient on;

3. A graduate of the program can assess clinical cases, prescribe examination, conduct differentiated diagnosis and discuss diseases management plan;

4. A graduate of the program is able to conduct basic life support;

5. A graduate of the program is able to prescribe the medicine;

6. A graduate of the program is able to conduct practical procedure;

7. A graduate of the program is able to conduct effective communication in medical context;

8. A graduate of the program is able to apply ethical and legal principle in medical practice;

9. A graduate of the program is able to evaluate patient-related psychological and social aspects;

10. A graduate of the program is able to apply evidence-based principles, skills and knowledge;

11. A graduate of the program is able to effectively apply information and information technologies in medical context;

12. A graduate of the program is able to apply biomedical scientific principles in medical practice and research.

13. Graduates can engage in health promotion activities, engage in public health issues, and work effectively in the healthcare system;

14. A graduate of the program has become professional.

Outcomes are achieved by complete and successful mastering of the program.

The syllabus of each module /course explains the specific learning outcomes, their achievement and assessment methods (Tests/MCQs, Open questions, Short cases, Direct observation, Problem analysis, Objectively Structured Examinations (OSCE), Log-books/Portfolio).

The program provides a cross-table of learning outcomes and each module/course corresponds to which learning outcome and to what level (Marking levels: 1 - Introducing, 2 - Deepening, 3 - Strengthening).

The university has accumulated the mechanisms to develop / refine the program based on the analysis of the semester evaluations of the program and its constituent courses by students and other stakeholders at the end of each semester.

Data is collected for analysis using indicators and a methodology to aggregate the data developed by the Teaching University. The indicators are:

- · Academic staff evaluation
- · Course evaluation – student questionnaires
- · Program evaluation - student questionnaires
- · Program evaluation alumni- student questionnaires
- · Program evaluation employer- student questionnaires
- o During discussions with the academic staff it was apparent that the Heads of Programme fully understood the meaning of the integrated curriculum, its' vertical and horizontal alignment and its relationship to the assessments. However, as some members of the academic staff were knowledgeable only about their own subject areas, they were not aware of the detail integration, and were not able to describe the constructive alignment and integration. Programme academic and invited staff are not familiar with learning outcomes assessment methods; programme staff did not get professional development opportunities in establishing, measuring and analysing student learning outcomes, furthermore they did not fully understand how to define properly learning outcomes in correct manner e.g. some study courses/modules missed knowledge among of learning outcomes (Surgery, Radiology,

English) and most of courses/ modules don´t define learning outcomes according to field competencies.

Evidences/indicators

- Educational Program (Annex 04)
- Syllabuses (Annex 05)
- Curriculum map (Annex 05)
- Mechanisms for observing learning outcomes (Annex 09 and 10)
- Interview results

Recommendations:

- o The Quality Assurance team should concentrate on the mechanisms for programme improvement.
- o Academic staff must be more precise in term of field competences elaboration while working on learning outcomes for each course.

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

☐ Complies with requirements

☐ Substantially complies with requirements

X 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   o Admission requirements for Georgian citizens are in agreement with Georgian legislation. For EWUNI they must reach either 80% of the English language test in the case of enrolment by the Unified National Exams or should provide B2 English language certificate.   o For foreigners B2 English language certificate is the only enrolment requirement apart from full general or equivalent education in a foreign country. In SER is stated: "*If the candidate fails the language exam and cannot prove the knowledge of language at B2 level, the candidate is allowed to take the exam again within 2 weeks, which is also administered by the University*". As certain doubts appeared about language improvements within such a short period of time, detailed description was requested but no satisfactory explanation was given. As teaching as well as examination is arranged by EWUNI, it would be optimal to require B2 level certificate from all candidates without exception.

- There is a missing evaluation of biomedical subjects which is highly desirable to ensure admission of students with relevant knowledge, skills and competences for mastering the programme.
- Student admission is planned to be held once a year in the fall semester.
- There is a plan to enrol 150 students from the start of the programme. The statement about the future plan regarding number of students was not given. Enrolment of students is closely related to the quality of education, thus the number of the students enrolled must be in relation to the capacity of the programme at all its stages (WFME Standards).
- No clear explanation was given concerning transfer of students which is taken by EWUNI as "mobility" as was found during interview. The statement in SER is confusing and does not give clear explanation: "*Enrollment or transfer from the recognized higher education institution of a foreign country to a recognized doctor's degree program is carried out on the basis of a decision of the Ministry of Education and Science of Georgia. Mobility on a doctoral degree program can be done twice a year, within the timeframe set by the Ministry of Education and Science of Georgia, according to the mandatory procedures and rules established by the University. The University has developed a procedure for recognizing credits received at other universities, which is in line with the Georgian legislation. According to this rule, special commission (Dean, Program Coordinator, Study Process Administrator) checks the courses in compliance with the University's educational program; if necessary, the commission refers to the leading course/courses professors for the additional consultation; and makes the relevant decision taking student's interest into consideration.*"

Evidences/indicators

- Sector Benchmarks of Higher Education – Medicine
- Educational Programme Standards
- One-Cycle Educational Program of Medical Doctor
- SER
- Interview with QA and management of EWUNI
- Annex 4, 12

Recommendations:

To keep the quality of the education in the proposed MD programme is recommended to:

a) back up calculation of planned number of students for an enrolment

b) be highly selective in the transfer students when it becomes part of the programme. To establish clear criteria for transfer students including e.g. maximum length of break

before enrolment, maximum year for enrolment as the curriculum is integrated, credit recognition including only recognition of those subjects with assessment more than 81% (grade A,B), ways of evaluation of knowledge, competences (MCQ test, oral exam, OSPE, OSCE) of remaining subjects, knowledge of Georgian language as this is taught only at the beginning of the study. Each transfer admission must be clearly documented for further evaluation. The percentage of transfer students must not exceed 5 % in each study year at least for the first three years of its run.

Suggestions for programme development:

Require B2 level certificate from all for students from abroad without exception.

Best Practices (if applicable):

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

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

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

Evaluation

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

☐ Complies with requirements

☐ Substantially complies with requirements

X Partially complies with requirements

☐ Does not comply with requirements

2.2 Educational Programme Structure and Content

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

Descriptive summary and analysis of compliance with standard requirements

- o The MD programme is the integrated one with horizontal, vertical and features of spiral integrations and consist of six directions divided into learning courses and modules.:

Structure of life (19 credits), Control of life (44 credits), Cycle of life (43 credits), Preservation of life (50 credits), Protection of life (39 credits) and Support of life (36 credits). For those 6 directions 231 credits are dedicated. These directions contain learning courses and modules It is confusing that in the SER the term direction is used (e.g. Structure of life, but in syllabi the term Learning course is used. It should be united. According to credit distribution, further 16 credits are dedicated to elective courses, 2 credits are dedicated to Georgian language, 2 to professional English, 42 to different kind of scientific components, 4 to ethics and legal aspects, and last 63 credits to different other components out of six directions, altogether 360 credit. Each credit is calculated for 30 hours. The curriculum covers most areas including public health, medical psychology, bioethics, communication skills and research. Syllabi are very complex and provide all sorts of information including course code, , author(s) of syllabus including email address(es), prerequisites, term, status, language, aim, outcomes, competences, teaching methods, system of evaluation, study literature, format of the course and learning outcome map. They do not provide information about size of the group of students neither for any of learning course, nor for any of mentioned teaching methods (student-teacher ratio). Other missing part is a place(s) where each part of teaching will be provided. Because it is of importance especially in case of the new programme, for better understanding the timetable was requested (enclosed).

- The course consists of 10800 total hours with 5715 contact hours and 5085 hours dedicated to independent work.

- The in-depth analysis of the first semester´s subject MD06 Fundamentals of clinical diagnostics was performed. This subject is taught in weeks 19-20 and has one prerequisite MD05 which is taught in weeks 16-18. The students' load according to statement in syllabus is calculated as 60 hours (lecture–6, practical work-24, independent-28, final exam -2). When Content of the Course was evaluated, then 5 hours of lectures and 20 hours of practical work (including 10 in clinical settings) was found to be stated. When the timetable was discussed with both Heads of the programme and both lecturers during interviews, then was found out that 10 hours of lectures and 30 hours of practical work is planned. Ten hours of lectures divided in half will be held for all students on both Mondays. Other days a practical work in groups is planned to take place. For practical work are students divided into 6 groups, 25 students each, for each group six 5-hour blocks. Apart from Monday, every day four blocks of practical work are planned (from 9 to 14 and from 14 to 19) in parallel and two blocks for Saturday. As setting for teaching all parts of this subject a lecture hall and smaller rooms at

Agmashenebeli street were stated. As revealed during interview though out of 24 hours of practical work, 10 hours are dedicated to clinical work, everything will be just theoretical teaching in groups of 25 students. As revealed during interview, two invited teachers (one head of the other new MD programme involved also in teaching of other subjects e.g. MD16, and one full-time clinician who is also involved in teaching three other subjects (MD26, 27, 32) are the only teachers for those two weeks for 150 students.

- Moreover, for several subjects (e.g. MD16 Cycle of life 1 (Histology, embryology and cytology 4, Genetics, Pathology 5, Propaedeutic of internal diseases 1), practical training implies just to discuss current topics and check daily theoretical material which is insufficient and inconsistent with the qualification to the granted and with the achievement of programme learning outcomes.

- As revealed during interview, only some of stakeholders (just part of staff) were involved in the programme design.

Evidences/indicators

- Sector Benchmarks of Higher Education – Medicine
- Educational Programme Standards
- One-Cycle Educational Program of Medical Doctor
- SER
- Syllabi
- Interviews

Recommendations:

- Written documents must reflect a reality. Detailed schedule of the whole year programme including name(s) of teacher(s), size of each group of students, time and place where particular teaching will be held should be in place for all study years where any students were admitted.

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

X **Does not comply with requirements**

2.3 Course

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

Descriptive summary and analysis of compliance with standard requirements

- o From the 1st semester there is a very elaborate system of prerequisites which does not allow to continue in the study in case that the previous part of the semester block was not satisfactory fulfilled.
- o The described student learning outcomes of compulsory courses are in line with the national benchmarks of competencies and programme learning outcomes.
- o As revealed during interview with both Heads of the programme all students (planned 150 students) will start the course at the same time split into 6 groups (each about 25 students), there will be no rotation of subject. According to the schedule the semester starts with Introduction to medical science I (Histology, embryology, cytology 1, Medical Biochemistry 1) and is planned for four weeks. The analysis of this module (MD01) was performed with regards to the schedule and content of the course. Two invited teachers are stated in the course description. Lecturing is planned for all students together on Mondays. On other days teaching in run mostly in two to four different rooms in parallel (an example can be seen below) throughout three weeks each mostly until Saturday and in a week four until Wednesday. There is planned a two hours exam in parallel for all six groups. If after the first Module MD01 (Weeks 1-4) some students failed (say 2 groups), then next 4 weeks these two groups repeat the previous 4 weeks schedule (MD01), and other 4 groups continue according

to this normal schedule (MD02). The same principle is valid for other modules as well. For students, who failed in the last course (e.g. MD05) semester will be extended for 4 weeks.

9:00	Histology, embryology, cytology 1		Histology, embryology, cytology 1	
10:00	Histology, embryology, cytology 1		Histology, embryology, cytology 1	
11:00	Histology, embryology, cytology 1		Histology, embryology, cytology 1	
12:00	Histology, embryology, cytology 1	Medical Biochemistry 1	Histology, embryology, cytology 1	Medical Biochemistry 1
13:00	Medical Biochemistry 1	Histology, embryology, cytology 1	Medical Biochemistry 1	Histology, embryology, cytology 1
14:00		Histology, embryology, cytology 1		Histology, embryology, cytology 1
15:00		Histology, embryology, cytology 1		Histology, embryology, cytology 1
16:00		Histology, embryology, cytology 1		Histology, embryology, cytology 1

Some learning outcomes are not assessed (e.g. Surgery).

- o In each course of the syllabus there is a list of relevant mandatory and auxiliary literature. However, as was revealed during interviews, the EWUNI does not have adequate amount of hard copies of recommended literature. It was explained that required mandatory and auxiliary literature is available for students electronically online. However, as was revealed during interviews and visit of the library, students cannot download the textbooks but can print every day maximum of 20 pages. As only 4 printers are available and no copy machine, it does not ensure sufficient and equal access of all students to study literature. **Moreover, the agreement about electronic books and databases is signed for one month only.**

Evidences/indicators

- o Sector Benchmarks of Higher Education – Medicine
- o Educational Programme Standards
- o SER

o Syllabi
o Interviews

Recommendations:
o Concerning learning outcomes, correct missing assessments in the syllabus
o Ensure conditions for obtaining skills mentioned in the syllabus
o Ensure availability of relevant study material like books (either paper copies or electronic books) for students for the whole duration of the programme. Widen and maintain the portfolio of online databases during the whole course.
o Establish rules for continuation/termination the study in case prerequisites will not be satisfactory fulfilled.

Suggestions for programme development:
Non-binding suggestions for programme development

Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
☐ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
X Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills
Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements
o There is a research component in the syllabus of the programme as courses e.g. Fundamentals of scientific research, Biostatistics or Introduction to Medical Sciences 1-4 are integrated.

However, no allocated budget for student research activities, moreover there are missing labs for any kind of basic science or clinical research.

- o EWUNI plans to support widely student research by attendance in student conferences.
- o Practical skills are mentioned in the syllabus but during interviews was revealed that practical work implies mainly discussion. As the curriculum is integrated, early contact with the patient is anticipated. However, as revealed during interviews, no real contact with patient is planned even though mentioned in the course (e.g. MD06). Moreover, for groups of students of 25 per one teacher no real practical training is conceivable to gain practical skills.
- o In SER is mentioned that basic clinical skills training will be provided in Mediclub Georgia.

Evidences/indicators

- o SER
- o Sector Benchmarks of Higher Education – Medicine
- o One-Cycle Educational Program of Medical Doctor
- o Syllabi
- o Interviews

Recommendations:

- o Establish relevant labs for basic science research
- o Establish relevant labs for clinical science research
- o Allocate budget for student research activities
- o Focus on real gain of practical skills, there cannot be such discrepancy between written documents and intended teaching.

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

X 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

- o According to the programme SCL methods are well described. However, different teaching and learning methods are mainly related to an optimal student-teacher ratio which must be clearly defined for each technique, namely seminars, Play role, discussions, "Problem based learning", "Case-based learning", "Bedside teaching" and "Competence based instruction" before the programme is launched.

- o As described in the MD01 course "the module aims to study biochemical and morphological characteristics for normal functioning of the cells. The objective of the module is to study cell metabolism, metabolic ways and organizational principles, structural organization and their function, additionally it examines morphological characteristics of the cell (epithelium and connective tissue) as a fundamental for their normal functioning and concerns with research methods applied in microscopic anatomy." Within skills obtained are also mentioned: A student is able to:

- Prepare histological sample;

- Histological staining techniques and staining of the sample by using them.

- Identifying different types of blood cells

- Interpretation and checking of the result of electronic micrographs.

  Such skills require laboratory work in a well-equipped lab. This school owns **six** basic microscopes, number of students planned means 25 students in each group. As seen from the above description teaching and learning methods do not correspond to student learning outcomes and do not ensure their achievement.

- o Teaching and learning methods should be flexible but current syllabus with many pre-requisites is rigorous and does not enable students any flexibility even for students in transient disability. Ad hoc solution is currently in place.

o Needs of foreign students are taken into account

Evidences/indicators

  o Sector Benchmarks of Higher Education - Medicine

  o SER

  o Syllabi

  o One-Cycle Educational Program of Medical Doctor

  o Interviews

Recommendations:

    o Define and rigorously observe student-teacher ratio for each teaching and learning method.

    o Ensure that teaching and learning methods correspond to course content, student learning outcomes and their achievement.

Suggestions for programme development:

  o Consider certain flexibility of the syllabus

Best Practices (if applicable):

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

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

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

Evaluation

  ☐ Complies with requirements

  ☐ Substantially complies with requirements

  X 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

- The described structure of evaluation system complies with Georgian legislation.

- Written system of assessment is well constructed and elaborated, evaluation components seems to be appropriate for each subject. Assessment includes a midterm and a final one. There is a formula which is used for calculation of an assessment as each part of integrated module has different weight. Assessment is conducted within 100-point interval (A-E, 100 – 51 points). For student's assessment within 41-50 points (FX) can student repeat exam, for assessment less than 40 points (F), student must repeat the discipline once again.

- Assessment will be organized entirely via Dept. of learning process administration.

- During discussion with both Head of the programme several questions were asked concerning assessment to clarify how the assessment of particular courses will be held. Examination will be performed in the paper form; no electronic system is available. All test will be assessed by Dept. of learning process administration which is very time-consuming procedure. Moreover, as one course is often a prerequisite for the following course the assessment must be performed in very limited period of time. In discussion concerning the process of assessment with head of QA department it was described that students of programme he is involved in teaching can help with the assessment of those tests.

- Moreover, there should be a midterm examination according to the course description but it is not mentioned in the schedule where only final exam is described.

- Different methods are used for an assessment - tests, quizzes, open questions, case analyses, problem analyses, presentations, log-books and OSCE. As OSCE is mentioned as one method of assessment, it is of utmost importance to educate relevant academic staff about OSCE and how to implement it altogether and not only some parts of it.

- Plan about OSCE implementation is mentioned in SER as well as in programme description, where is stated that in detail all is written in the relevant course syllabus. However, no reference to OSCE was found in any clinical subjects (e.g. Gynaecology, Surgery, Internal Medicine, Paediatrics).

- In SER as well as in programme description are described ways how students get feedback including strengths and weaknesses but as revealed during interview stated system is not achievable.

Evidences/indicators

- Sector Benchmarks of Higher Education - Medicine
- SER

o Syllabi o One-Cycle Educational Program of Medical Doctor o QA internal mechanisms o Interviews	

Recommendations:

      o Add list of modules/courses/subject where OSCE is mentioned as a part of an assessment and implement this piece of information into appropriate syllabi

      o Written documents have to reflect reality. Establish and describe assessment including timeline.

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

☐ Complies with requirements

X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and				

organization, adequate evaluation of programme mastering				X

3. Student achievements and individual work with them

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

3.1. Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.
Descriptive summary and analysis of compliance with standard requirements   In EWUNI, as a part of student-oriented system, students have an opportunity to participate in University management, which is provided by the existence of the Student Self-Governance, as one of the University's strategic goals to ensure the independence of the student self-government system and of their involvement in university management. This is achieved through including the Chairman of Student-Self Government in the Academic Council. Every student has a right to participate in the ballot elections for Student Self-Governance. The Action Plan with Budget is ensuring the financial support of Student Self-Governance for three consequent years with increasing dynamics.   According to the Strategic Development Plan the following several ways (but not limited) of achievement of students' appropriate consulting and support regarding the planning of learning process, improvement of academic achievement, employment and professional development: • *Uninterrupted and automatized student-oriented servi*ces- such as E-bases, Special programmes, examination centres etc.   • *Flexibility-freedom in credit accumulation possibilities-* opportunity to enrol in elective courses etc.   • *Academic consulting:* -implies the procedures or institutions, which provides the opportunities to conduct consultation (consultation hours of the professors, consultations from university administration etc.). As per interviews it was revealed the Academic, as

well as Invited staff is ready to participate in counselling hours through personal and online communications.

- *Student representatives* - such as existence of self-governance and its participation in making university decisions.
- *Career consulting* - implies the procedures, which provides the opportunities to conduct aforementioned consultations (career centres, trainings/practices, internships oriented on self-development, relationship with employer to facilitates the student's employment.

The implementation of essential parts of student-oriented education process is dependent on the University Department of Learning Process Administration (containing key directions of Student service, Administration of examination process, registration of educational institutions, Administration of relationship with employers, students and graduates, promotion of development of culture and sport, Centralized planning and administration of discipline schedules and etc.) fulfilling the following tasks:

- Administration of consistent control of educational process;
- Let the students to be oriented on learning process and educational programmes in a right way;
- To organize, develop and control learning process;
- To prepare student contracts and projects of respective regulatory legal acts of learning process;
- To plan schedules for lectures, midterm and final exams and administrate the processes in accordance with this;
- To monitor over delivered lecture hours by each academic/invited personnel during the semester; prepare weekly report and submit it to the rector;
- To elaborate and implement unified examination system;
- To analyse and elaborate statistics about exam process and students' academic performance;
- With the purpose of student's socialization, define needs for individuals with special needs, provide service and create adaptive environment;
- Create individual profile in the student administration system, on a regular bases monitor to update information, analyse and perfect database.
- o EWUNI states in its second strategic goal an implementation and development of student-oriented system offering student social support policy, which implies material and non-material aids for socially vulnerable students, that is expressed by giving the grant or

scholarship and promoting their participation in local and international research and professional projects.

Evidences/indicators
o Strategic Development Plan
o University regulation
o Regulation of East-West Teaching University
o 2019-2021 Action Plan (by strategic goals)
o Regulation of Department of Learning Process Administration
o Interview results.

Recommendations:
Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:
Non-binding suggestions for programme development

Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
X Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision   NA
Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements
o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)
Evidences/indicators
o Component evidences/indicators including relevant documents and interview results
Recommendations:
Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development:
Non-binding suggestions for programme development
Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation
☐ 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	X			

individual work with them				

4. Providing teaching resources

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

4.1 Human Resources
➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;   ➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;   ➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;   ➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
Descriptive summary and analysis of compliance with standard requirements   o EWUNI runs a Department of Human Resource Management and Proceedings and also has a Policy of Human Resource Management. Description of academic staff engagement in the programme is in accordance with existing legislation.   o Twenty academic (13 affiliated and 7 non-affiliated) and 57 invited teaching staff (ratio 1.0:2.8) is stated in SER. According to CVs, their qualification is in compliance with the qualification requirements set for their positions. However, no affiliation to EWUNI is mentioned in many CVs, majority of CVs needs an update. Moreover, there is no given order about what kind of information should be stated thus orientation in those documents is time consuming and often confused. As the qualified staff is of utmost importance the updated information for academic staff, both affiliated and invited including current workload in hospitals/institutes/other universities and MD programmes expressed in FTEs was requested with defined statement of the workload percentage for EWUNI. This piece of information was not received even though repeated request was sent via NCEQE. That is why this piece

of information was found in NCEQE database. This database indicates one affiliated professor to EWUNI, who is an IT specialist. Out of 13 affiliated no information found about eight academics; out of remaining five, three are invited teachers and two are associated to other MD programmes. Concerning 7 non-affiliated academics – five are associated with other MD programmes and no information was found about two remaining. It is inacceptable and absolutely inappropriate. No overall data about workload in other jobs (healthcare services, research institutes, agencies etc.) are available.

- o EWUNI does not require any prove of the English language competencies from teaching staff.

- o The system for recruitment and selection of all, administrative, support, academic and invited staff is in place.

- o In SER is stated that 137 articles were published in international journals and 94 in local ones within last 5 years. Question about dedication of papers to EWUNI raised. It was confirmed that there is no dedication of any of stated papers to EWUNI. It means that those papers will be mentioned in many other applications for accreditation as many staff can be found in several programmes.

- o Methodology of determining the number of academic and invited staff in relation with number of students is not mentioned in written materials, during interviews different figures were given. Student intake is closely related to the quality of education; so that the size of the student intake must be in relation to its capacity at all stages of the programme (WFME, BME Standards).

- o For many subjects only one member of staff (affiliated or invited) is assigned with no substitutes.

- o Qualification of administrative and support staff is according to SER appropriate. Currently, there is 22 administrative staff. There is completely missing administrative staff at all clinical settings.

- o Both Heads of the programme are fully qualified and are personally involved in the programme development and assessment. No documents which specify their function are in place.

Evidences/indicators

- o SER
- o Interviews
- o NCEQE database

	o Personal files of staff
	o Educational Programme Standards

Recommendations:

- o At least affiliated staff must be stated in NCEQE database which serves as a relevant source of up-to-date information.
- o Increase teaching staff ideally a full-time staff, for part-time staff a written prove of readiness to work for EWUNI including workload in percentage should be in place. A careful calculation must be performed to ensure that proper teaching and clinical training is provided. Optimal calculation gives full time equivalent (FTE). When a Medical school employs a significant number of part-time staff, it can be useful to convert their hours worked into full time equivalents, to see how many full-time staff they equate to. It is highly recommended to use FTE from the real beginning of the MD programme and carry out recalculation for each term. It should be used for invited staff where only contact hours are calculated but also for affiliated staff where just hours appropriate with teaching have to be calculated.
- o Increase number of administrative staff including staff at clinical settings.
- o Keep strictly maximum number of students according to defined student-teacher ratio for each teaching technique.
- o Only scientific papers with clear dedication to EWUNI should be taken into account.

Suggestions for programme development:

- o CVs´ should be updated regularly, probably annually in agreement with regular assessment of the academic performance.

Best Practices (if applicable):

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

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

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

Evaluation

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements

X Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

EWUNI has in the structure Department of Human Resource Management and Proceedings which, among other activities, has to monitor the compliance of the employee competences with the positions taken by them (http://www.eastwest.edu.ge/files/file_16.pdf) but in SER is stated that Department of Quality Assurance and Strategic Development has this function. Function and mutual cooperation between these departments is not clearly stated.

It is also stated that QA office systematically conducts the meetings but without clear determination how often those meetings are held. Once a month, once a year …

Concerning trainings many different certificates are in place, sadly many of them in Georgian only, from those in English – e.g. for podcast training, IT technologies, healthcare trainings etc. but none about educational methodologies including e.g. OSCE training. As those documents are not sorted out, some relevant ones might be missed. No training is planned to bust the educational or research skills of the academic and invited staff.

During interviews it was revealed that programme staff did not get professional development opportunities thus they do not fully understand their roles in the system. Academic staff is not fully aware of the complexity of medical educator role.

In SER is stated that university fosters the scientific development of academic staff but within three years of EWUNI existence nothing was published with dedication to EWUNI so that there is no evidence of above-mentioned statement.

Evidences/indicators

- o SER
- o Educational Programme Standards
- o Interviews with Stakeholders
- o Website

Recommendations:

o Duties and mutual relations between Department of Human Resource Management and Proceedings and Department of Quality Assurance and Strategic Development in professional development of academic, scientific and invited staff must be clearly stated o Clear determination of the frequency of meetings with staff must be stated. o Sort out all relevant documents about staff training into categories (e.g. education, specialisation, others) and keep it up-to-date o Give evidence of any scientific activities dedicated to EWUNI from its establishment

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

X Partially complies with requirements

☐ Does not comply with requirements

4.3. Material Resources

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

Descriptive summary and analysis of compliance with standard requirements

o Despite the COVID 19 threat the team were given a guided tour on some clinical facilities. It seems that there could be an adequate number of hospitals and other settings for clinical teaching, at least for some disciplines. However, no appropriate utility rooms for students are currently available in any of seen clinical settings.

o Currently, there is no own clinical skills centre for MD programme. There is a plan to establish one in Balneological Clinic where possible space for about 12 stations was shown.

Small (about 40 m²) clinical skills centre is also planned in Aladashvili Clinic instead of two rooms for patients and two medical staff offices. Currently, a clinical skills centre in Mediclub Georgia is planned to be used for OSCE.

o As was explained, practical part of teaching of subjects like biochemistry and pathology will be held in Aladashvili Clinic. Team was interested to see those laboratories and staff. For Pathology space about 16 m² with one microscope and three laboratory staff who has to deal with daily routine was shown. Similar situation was found in the biochemical lab with no conditions for any regular teaching of groups of students but just for daily routine. The other problem is definitely the language barrier. Later, no existing laboratories for teaching of preclinical subjects were found in EWUNI main campus. In one room which was introduced as designated for preclinical subjects (histology, microbiology etc.) SIX microscopes were placed. Those microscopes were obtained as a donation from the secondary school. Another room equipped with one set of several models for teaching anatomy and pathology. It is inadequate for teaching medicine. Moreover, EWUNI does not have any scientific research laboratories.

o Library is situated in the main campus. Currently there are about 200 items obtained mainly as donation. About 20 laptops are available in the reading room. EWUNI does not have adequate amount of hard copies of recommended literature. It was said that required mandatory and auxiliary literature is available for students electronically online. Students cannot download the textbook but can print every day maximum of 20 pages. As only 4 printers are available at the whole university, one of them in the library, it does not ensure sufficient and equal access of all students to study literature. Moreover, the agreement about electronic books and databases is signed for once month only.

o No examination centre is present.

o Wi-fi is available within the main campus building.

o The building which was introduced as the main campus does not seem to be suitable for running any MD programme. Space is very limited, improperly fitted to assumed number of students.

Evidences/indicators

o Site visit

o Interviews

o SER

o Library

o Access to international electronic library databases
o Compliance of library books with core literature indicated in educational programme

Recommendations:
o Build appropriate utility rooms for students in all preclinical and clinical settings
o Build up adequate laboratories for teaching of basic subjects including Anatomage which is currently standard equipment
o Build the OSCE centre
o Build an examination centre
o Build up an appropriate library with adequate number of relevant books, journals
o Ensure relevant electronic databases which must be available for the whole duration of the MD programme at minimum

Suggestions for programme development:
Non-binding suggestions for programme development

Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
☐ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
X 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

Allocation of the financial resources provided for by the university's budget is economically achievable. The operational and investment costs planned for the growth, development and uninterrupted operation are in line with the 3- and 7-year plans.

However, some activities mentioned in the 2019-2021 action plan are not fully covered in financial statements and budgets (e.g. Strategic goal N4 - Internationalization development- is not clearly described in Budget (Annex 38);

Some other sections of the action plan should be mentioned in details in financial documents as well. Provided Budget and Cash flow documents are achievable and well defined.

On the other hand, it should be mentioned that reaching such high margins within the first year of operation is quite unusual. Reaching 55% EBITDA margin on third year after launching the programme and university itself could be hard to accomplish as well.

The programme will be the only main revenue source for university which is insecure. According to the on-site interviews with the administration and founder, there is strong evidence that University could receive financial support from shareholders in case of financial difficulties. Shareholders are willing to invest some additional funds.

University doesn't have debt and inadequate financial liability which is clearly a positive point for programme sustainability.

Evidences/indicators

- University 7-year and 3-year business plan (Annex 38);
- Interviews
- Budget (Annex 38);
- Site visit
- University's strategic development plan (Annex 07);
- University action plan (Annex 08);
- University financial and material resource department (Annex 39);
- Agreements (Annex 32)

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):
o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation X Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

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

Descriptive summary and analysis of compliance with standard requirements

The structural unit responsible for implementing effective mechanisms for quality assurance in the East-West university is the Quality Assurance (QA) and Strategic Development Department, whose main tasks and functions are determined by the relevant documents.

The main goal of the Quality Assurance and Strategic Development Department is to ensure the high-quality teaching and scientific work at the university.

According documentations for the purpose of QA, the Department will use so-called PDCA Approach.

Short term plan includes:

· Revision of educational programmes, their modification and development if necessary, together with relevant responsible persons at the beginning of each semester;

· Plans for the development of the programme based on analysis of results obtained at the study of the local labour market;

· Facilitation of educational-research activities of academic personnel and development of new staff;

· Analysis of the effectiveness of teaching methods and planning of modern methods in the learning process;

· Planning ongoing processes, material and human resources improvement and development of educational programmes based on the analysis of survey results of stakeholders (students, staff, alumni, employers);

· Planning the ways and means of rectification of the deficiencies identified during the study process monitoring;

· Monitoring compliance with the approval and accreditation standards of the university and academic programmes and planning the necessary activities.

Long-term plans include:

· Analysis of results obtained based on international labour market research and planning of development of programmes and changes accordingly;

· Planning involvement of academic and invited personnel in the international programmes.

The university will have a special portal dedicated to Internet space where both, students and staff will be able to express their opinions, assessments, offers. Based on the analysis of the obtained information, the Quality Assurance Service will be tasked to determine how correct and efficient the planned processes are.

With the existing QA mechanism will be provided: Revision the educational programmes; Human Resources (Academic, Invited, Administrative) staff; Checking material resources of the University; Monitoring of students' academic performance; Checking services provided by the University; Assessing the relevance of decisions made by the University management; Checking the active involvement of staff and students in University management; Checking involvement of external stakeholders (employers, alumni, etc.) in the development of different activities within a community of the University.

Many questionnaires are in place for the implementation of mentioned goals of internal quality management, but during interviews with the Quality Assurance staff, no clear explanation about anonymity, timing, procedures was given. As everything is planned in paper form – questions about evaluation assessment raised - when students have to fill questionnaires, how they will be collected, how they will be evaluated (there where suggestion that students from business programme will do it…). The representatives of staff and employers were not able to demonstrate their input to the formation of the programme.

Evidences/indicators

- o Internal mechanism of evaluation (Annex 10)
- o Guideline for academic management (Annex 19)
- o Program evaluations (Annex t 03)
- o Evaluation forms (Annex 22)
- o Interview results

Recommendations:

- o The university has to establish quality assurance culture according Internal Quality Assurance policy and implementation of real processes must align with in a consistent manner in order to describe the systems that ensure regulation of the programme.

Suggestions for programme development:

- o The internal assessment system of QA at East-West University has to assess studying and research activities, analysing and using of assessment results for further development of the teaching / learning process, to include possible planning, managing and monitoring the development of the University, and to support improvements of teaching/learning, research and creative activities, to accomplish strategic goals and mission.

Best Practices (if applicable):

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

In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
☐ Complies with requirements
☐ Substantially complies with requirements
X Partially complies with requirements
☐ Does not comply with requirements

5.2 External quality
Programme utilizes the results of external quality assurance on a regular basis.
Descriptive summary and analysis of compliance with standard requirements
External quality assessment was carried out during the University authorization. According to SER currently the University has received a detailed evaluation of the programme by several external experts (Prof. Dr. Fahrettin Kelestemur, Dr. Maharram Nasifov, Eli Kakiashvili). These evaluations and recommendations have been used and will be used in the future for the programme development (Annex 22 and 03). In addition, the University plans to provide external evaluation of the institution and programmes with the involvement of foreign experts in the external evaluation process and to implement consistent evaluation results.

Interviews revealed real conditions and role of external experts-evaluators. Concerning external experts' recommendations, currently, there is no evidence about any progress. It should be mentioned that two external reviews from 2019 are identical (Mr. Nasifov, Mr Kelestemur).

Discussion with employers happened several times but without any clear recommendation – when asked during interview about their demands, no clear answer was given. |
| **Evidences/indicators** |
| o Internal mechanism of evaluation (Annex 10)
    o Guideline for academic management (Annex 19)
    o Program evaluations (Annex 03)
    o Evaluation forms (Annex 22)
    o SER
    o External reviews |
| **Recommendations:** |

- o Use external evaluation mechanisms as a part of the implementation and development policy of educational programmes.
- o In order to work towards the goal of both national and international recognition of the MD degree the University must make significant efforts to establish additional international partnerships to give contextual advice on the achievement of these goals.
- o Plan a real student-centred learning process.

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

X 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 – document is in place.

According the documents and SER the AQ Service of the University controls and recommends gradual improvement of programme quality and their approximation to modern standards. The programme evaluation reveals: strengths and weaknesses of the programme, whether the programme is implemented as planned; Internal evaluation process is conducted by the QA Department using

the following mechanisms: questionnaires of academic personnel self-evaluation, students' evaluation of the programme, courses and lecturers, and annual report.

Monitoring of current issues at the University (according to SER, programme and annexes)

- The QA Department implements the research of academic and invited staff, also administrative staff satisfaction and achievements.
- The QA Department implements the monitoring and evaluation of lecture/practical teaching/medicine practice with the beforehand elaborated criteria by attending the process;
- At the end of each semester, students with the elaborated questionnaires evaluate the programme, courses and lecturers;
- At the end of each semester, the QA Department conducts a survey among students, and based on this survey checks students' satisfaction towards the University educational operation. The results will be systematically analysed with invited and academic staff.
- At the beginning of each academic year, the QA Department will discuss with the program coordinators the development plan of teaching resources. At the same time the student's surveys and other stakeholders´ opinions will be discussed.

Site visit and interviews revealed that documents of the programme monitoring and periodic review is in place, but the process is not clear. The involvement of academic personnel into programme monitoring and its improvement was not clearly given.

Evidences/indicators

- o Internal mechanism of evaluation (Annex 10)
- o Guideline for academic management (Annex 19)
- o Program evaluations (Annex 03)
- o Evaluation forms (Annex 22)
- o Interview results

Recommendations:

- o Programme monitoring and periodic review processes must develop a formalized structure to ensure systematic involvement of all stakeholders in the development and data analysis.

Suggestions for programme development:

- o To develop the electronic platform for more effective involvement of all stakeholders in the working process of monitoring.

Best Practices (if applicable):

o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress
o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation ☐ Complies with requirements **X Substantially complies with requirements** ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable): Structure of EWUNI, First year schedule

HEI's Name: East-West Teaching University

Higher Education Programme Name: One-Cycle Educational Program of Medical Doctor

Number of Pages of the Report: 47

Programme's Compliance with the Standard

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

Expert Panel Chair's

Ivana Oborna

Expert Panel Members'

Irine Pkhakadze
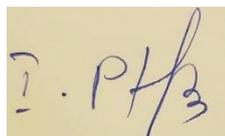
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