



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

One Cycle Educational Program for MD (English)  
Caucasus International University - LLC

26 July 2018

Report Submission Date

Tbilisi  
2018

## HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Caucasus International University – LLC
HEI's Identification Code	201951637
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	MD (English language program)
Level of Education	One Cycle Program
Qualification Granted Indicating Qualification Code	Medical Doctor 090101
Language of Instruction	English
Number of Credits	365 credits
Programme Status (Authorized/Accredited/New)	Accredited

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Olwyn Westwood University of London, United Kingdom
Member (Name, Surname, University/organization/Country)	Associate Professor Ia Pantsulaia Tbilisi State Medical University/Georgia)
Member (Name, Surname, University/organization/Country)	Nika Gvazava Tbilisi State Medical University/Georgia
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## Accreditation Report Executive Summary

### General information on the education programme

The one-cycle MD program of the Caucasus International University commenced in 2013 and is a 6-year degree program which is taught in English and will graduate the first cohort of students in 2019. In addition to compliance with the Georgian National sector benchmark for medicine awards, mapped to the accreditation standards for the qualification framework of the World Federation of Medical Education (WFME), national qualification frame. Thus, it demonstrates compliance in terms of quality assurance and medical practice based education for students to be able to work not only in Georgia, but also in other countries which recognise the Georgian medical award because the

program aims to prepare competence medical doctors. The MD program attracts overseas students who required to demonstrate competence in the English language (at B2 level) to gain a place to study, and to have passed their national examinations.

The Medical faculty has been prudent in taking advice from medical educators and experts from both within Georgia, and external advisors from the United Kingdom who are able competitive within the country and abroad. This MD program is configured on the ECTS system of credits (365 credits) taught full-time over 6 years (12 semesters). The program has an integrated curriculum in terms of basic sciences and clinical practice. There is the core specialty curriculum (core, clinical core clinical skills core, scientific research skills core), and elective courses, as well as elective ones. In addition, which might be the reason for the additional credits (365 credits versus the customary 360 credits), there are also university core and elective courses.

The curriculum for the MD program has been configured to demonstrate academic and clinical progression, building on knowledge and skills in previous academic years to ultimately achieve the required competences to practice medicine and gain the qualification. The program aims to develop abilities in evidence-based medicine by the analysis of information and data from various sources, as well as in critical thinking. The international expert, Professor Peter Lydyard, has been assisting the faculty of medicine in developing problem-based learning for knowledge integration, to develop independent learning and team working. The clinical core courses include public health systems, and the elective components of the course are designed to facilitate professional development and encourage their interest in different areas of medicine to inspire them into further study. Students also have some opportunities to participate in scientific research projects.

Students learn the skills of their craft initially in the clinical skills laboratories before meeting patients. Within these simulated settings, learning and teaching occurs as training on simulators and mannequins, engaging in patient-doctor role play. As far as clinical practice is concerned the learning and teaching happens at the bed-side, in clinics, seminar rooms for case-based learning, and in surgical theatres where students can also assist in operations. To ensure the longevity and feasibility of clinical placements the CIU has signed 40 memorandums of cooperation with various multidisciplinary clinics in Tbilisi, (there are plans for the CIU to have their own clinic). There is mandatory learning in the clinics and the out-of-hours service, where students rotate around the clinical specialties. Many of the tutors within the clinics are affiliated members of academic faculty of CIU. To facilitate the integration into Georgian culture, the overseas students are given mandatory courses in Georgian, which also assists them when they are on clinical placement to communicate with the patients and the multi-professional clinical teams.

Various modalities of assessment are used to test knowledge, including Multiple-choice questions which are administered online. Currently, clinical skills assessment happens in the clinical setting, but the CIU is taking steps for the introduction of Objective Structured Clinical Examination (OSCE) to evaluate of knowledge and skills progression and competence, using standardised patients and mannequins (simulators).

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

The MD program (English) of the CIU tends to attract overseas students from countries of India, Africa and the Middle East. Like all the medicine programs in Georgia, CIU is progressing towards full compliance with the revised sector benchmarks for medicine by the deadline of January 2019. The disciplines (Knowledge and Skills) with the curriculum of the MD program are appropriate. Many of the affiliated clinical professors and clinical academics have their professional practice in the clinics where CIU has secure memorandum of understanding. From what the team visiting on behalf of the NCEQE could see, there appears to be good working relationships between students, academics, external providers of education in the clinics.

One area to consider is the learning infrastructure and ensuring that learning materials, i.e. books and journals are available to support the research-informed and evidence-based approach to learning medicine. Likewise, that the MD program needs to have greater internal scrutiny as it is professional program with external stakeholders playing a role in the students' learning and teaching. Therefore, evidence of closing of feedback loops in education quality and assessment should be addressed. Likewise, as scrutiny from academics of other medical schools (external examiner system) which will assure equivalence of CIU medical graduate with their peers within other Georgian medical schools. With respect to knowledge, skills and professional attitudes.

The Dean, Head of program and the academics involved in the MD program are mindful that compliance with the revised standards includes the application of medical education methods in learning, e.g. problem-based learning, and assessment, e.g. Objective Structured Clinical Examinations (OSCE). To this end they have gained the advice and scrutiny of national and international experts to aid them in developing these methods, and in the integration of basic and clinical sciences. The MD program team have piloted the use of OSCE in summative assessments. That they are serious about these developments is demonstrated in the infrastructure investment, i.e. clinical skills laboratories and the possibility for re-configuration of the associated rooms for the delivery of OSCE assessments. It was also made clear to the visiting team that the Dean and academics in the faculty of medicine are conscious of the work still to be done with respect to staff development, i.e. training colleagues in the learning and assessment methods, the preparation of learning and assessment materials.

Standard 1	Substantial Compliance
Standard 2	Substantial Compliance
Standard 3	Substantial Compliance
Standard 4	Substantial Compliance
Standard 5	Substantial Compliance

## Summary of Recommendations

### Standard 1

- To develop further the learning, teaching and assessments and then introduce them for augmenting the students experience and for assessing competence in clinical skills.
- To have greater clarity for assuring the subject benchmarks were assessed and completed
- To encourage faculty development for expanding the clinical case-based learning, problem-based learning, and for assuring the validity and reliability of assessment items.

### Standard 2

- To expand the process for the recruitment and selection of students to assess other parameters which are key to success on the MD program, including interviewing students, competence in biology and chemistry, a written statement describing why they want to study medicine, previous experiences and future developments.
- To ensure transparency in the quality assurance of the clinical training in the clinics with regards to feedback and dialogue between all stakeholders – academics, students and professional colleagues.
- To continue the work of introducing innovative learning and assessment methods in medical education.
- To continue the work of introducing the summative assessments of clinical competence, i.e. OSCE.
- To ensure any online reading materials which are recommended are accessible to students
- To increase the integration of basic and clinical science subjects for learning and application of knowledge and skills

### Standard 3

- To investigate further International partnerships for facilitate the students and the academics of the MD program in exchange opportunities, with a business plan for resources to be available for sustainability of internationalization.

### Standard 4

- To investigate possible strategies for attracting international professors as affiliated colleagues to enhance the CIU's reputation and thus promote further international collaborations
- To continue the vital work of expanding the pool of medical education experts to advise on the development of the program in terms of learning and teaching methods, and assessment methods. In so-doing it will help with the MD program compliance with the revised standards for medicine around regular faculty development.
- To review the library stocks in terms of textbooks and journal-access online
- That a profitability analysis is undertaken in order to demonstrate transparency in financial management and reports, for effective decision-making at faculty level.

#### Standard 5

- Greater clarity in the internal quality system and the regulations on how the feedback obtained from different sources for improvement of the academic process.
- To develop further the ways in which the data derived from the surveys of student, academic staff and administrative staff and outcomes (changes made in response to feedback) are shared with the different stakeholders of the MD program, i.e. closing feedback loops
- To evaluate how the the results and feedback from external reviewers (such as employers) may be utilized for MD program enhancement

### **Summary of Suggestions**

#### Standard 1

- To explore and recruit academics from another Georgian university as external examiners to give an opinion on the equivalence of the medicine program outcomes and marks awarded to the students according to academic and clinical competence at each year of the program.

#### Standard 2

- To provide more colleagues with opportunity to meet medical educators at conferences for the sharing of good practice
- To expand the number of colleagues to gain expertise in medical education methods
- To expand the use of second evaluators for the moderation of marks to assure a consistent approach.

#### Standard 4

- A recruitment and training of more OSCE examiners is highly recommended to ensure adequate numbers are available for when OSCEs are used for summative assessments.
- To expand the faculty of medicine learning resources, with a transparent system in the selection and allocation of resources

#### Standard 5

- To determine and agree length of tenure for named external examiners on the MD program
- To increase the number of external experts and reviewers (national and international) to assist in the expanding work
- To elaborate clearly in the new plans how external examiners will be recruited and used to improve the MD program.

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

#### Standard 2:

- Clear and definitive memorandum of agreement with external providers of clinical learning

#### Standard 4

- The Dean and Senior Team of the MD program are to be commended for seeking out medical education experts to advise on the development of the program
- Learning resources are available to students and staff on the university campus and as remote access.

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

- The collaboration with external experts for the introduction of new methods in learning and teaching of medicine
- The configuration of the clinical skills centre and piloting the use of OSCE as a summative assessment method
- The need for faculty development is known and being attended to, for delivering the new methodologies.
- An awareness and thus embracing change for the integration of basic and clinical sciences in the MD program.

The team visiting on behalf of the NCEQE were confident that the enthusiasm at all levels of the CIU for the MD program (English) to be a success is demonstrated in the positive relationships with the various internal and external stakeholders. The Dean, Head of Programs are clearly aware of the need for faculty development for compliance with the revised sector benchmarks for medicine and are proactive in their resolve to ensure staff and students have an excellent experience. The team would recommend that there is scrutiny of all medical schools, including CIU, to ensure that compliance is demonstrated.

## 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 medicine programs of the CIU commenced in 2013, and will graduate the first cohort of medical students in 2019. As a new medical program for this private university, it follows that the mission, objectives and strategy are relevant and appropriate.

The NCEQE visiting team was assured that the curriculum was compliant with the accreditation standards for the qualification framework of the World Federation of Medical Education (WFME), and the National qualification frame. We were also assured that the Dean, Head of Program and the academics were working towards full compliance with the new National sector benchmarks for Georgian medicine awards. The Medical faculty has been prudent in taking advice from medical educators and experts from both within Georgia, and external advisors from the United Kingdom. In particular, from a Skype meeting with Professor Peter Lydyard, the Faculty and Academic Council meetings have worked together on up to date learning methods, such as case-based and problem-based learning. CIU have mapped their MD program to the revised benchmark statements for medicine and are aiming for full compliance by the deadline of January 2019. This includes full integration of the medicine programme. Although the university has taken advice from international experts and other medical schools within Georgia, there does not appear to be an external examiner system, whereby academics from other medical schools evaluate the program in terms of content, assessment and student progress to assure equivalence of standards - This is an area for development.

With respect to the MD program curriculum in terms of depth and breadth, the hours of study are linked to the ECTS system, and the objectives of the course are both realistic and achievable in the 6 years (12 semesters). The curriculum for the medicine program is accessible to the public on the CIU web site, and there is in-depth information on the learning management system for students and academics. As professional program where the tutors are not only on the CIU campus, but also in the clinics, information-sharing is essential, and this occurs through several channels, i.e. email, regular meetings of course groups meetings and discussion fora.

Although the Dean and senior team have considered the implications for the Georgian labour



market, the students on the MD program (English) are attracted from overseas. Therefore, it was unclear as to the destination of the medical graduates for this program in 2019, but it is assumed that many would return to their original country of domicile. Throughout these discussions, the NCEQE were made aware of the MD program being recognised by the medical councils of other countries to permit graduates to be eligible to take National Licencing examination.

The students on the MD programme (English) are chiefly recruited from other countries, including India, Nigeria and some Middle East countries. Therefore, they are given Georgian language courses to assist their integration with their peers, patients, clinical personnel, and for day-to-day living in Georgia. From discussions with the clinical tutors we interviewed, many are bi-lingual so able to translate when communicating in the clinical setting.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- One Step Educational Program for MD (English Language)
- The University Mission; Seven-year strategic development plan of the University;
- Three-year development plan of the University;
- English Language Medical Educational Program;
- Analysis of labor market demands;
- The program internationalization strategy.

#### **Recommendations**

- To encourage faculty development for expanding the clinical case-based learning, problem-based learning, and for assuring the validity and reliability of assessment items:

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

#### **Best Practices (if applicable):**

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

#### **Evaluation**

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

- ☐ Complies with requirements
- ☒ 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 CIU has sought out and taken advice from national, and international curriculum advisers from the United Kingdom who have played an active role in faculty development and as a member of the advisory boards for the development of the program. Some of the invited staff at CIU also have contracts with other medical schools with Tbilisi, so there is an informal comparison of standards. However, there does not appear to be a formalised external examiner process to assure equivalence of competence of the CIU medical graduates with their peers at other Georgian medical school. A deciding factor will be the medical graduates' performance in the National Examinations.

There methods of assessment applied to test the learning outcomes are mapped to the curriculum. It would be expedient for the faculty to apply the more conventional examination blue-prints (where the questions were mapped to learning outcomes) to assessments. Another area for development, as with other medical schools in Georgia, is the use of criterion referencing methods (standard-setting) for competence-based assessments. It would have been helpful to hear more about how the academics were trained in marking of students' work and the quality assurance mechanisms for the assessment process.

The knowledge, skills and competences expected of the medicine graduates are tested by the application of methodologies which are appropriate and consistent with the learning objectives and learning outcomes as defined in the curriculum documents. The way in which the program constructed, it means that academic progression is proven in terms of knowledge and skills complexity as student proceed through their studies. This agrees with the National Qualification Framework and benchmarks for medicine.

As the MD program (English) attracts predominantly overseas students, the likely expectation is that student will return to their own country to practice medicine rather than enter the Georgian workforce. Therefore, the visiting NCEQE team did not believe the labour market demands for Georgia to be an issue for this program.

The channels of communication between academics, invited staff and affiliated colleagues (campus- and clinic-based) are maintained through regular meetings, email, and regular visits to the clinics. Clearly the MD program and its courses are being reviewed regularly, and information for development has arisen from discussions with colleagues and students as well as the student outcomes in terms of their marks. There are clinical administrators at the clinics whose role is to

coordinate the program of clinical learning for students and their clinical tutors who are also affiliated professors of CIU.

It was unclear as to how the MD program leadership assured that all subject benchmarks were mapped in the curriculum, therefore this is an area for greater clarity. What was clear was that the students were evaluated regularly throughout their MD program, so the team realised that the outcomes relating to subject benchmarks were almost certainly being met, but there needed to be great explanation to assure this is the case.

As the CIU is relatively small institution, there are opportunities for students to raise concerns to the Dean, Head of program and the Rector. Likewise, the student voice is listened to through other channels such as student surveys and representation on the Faculty Council.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- English Language Medical Educational Program;
- Map of the Program objectives and learning outcomes (see in the Program);
- Results of the labor market and employers survey, analysis of demands;
- The document on involvement of stakeholders in the modification of the program;
- Results of student survey;
- Indicator of graduate progression to the next level of the higher education;
- The mechanism of learning outcomes evaluation, plan for learning outcomes evaluation;
- The analysis of the learning outcomes evaluation;

#### **Recommendations:**

- To develop further the learning, teaching and assessments and then introduce them for augmenting the students experience and for assessing competence in clinical skills.
- To have greater clarity for assuring the subject benchmarkers were assessed and completed

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

- To explore and recruit academics from another Georgian university as external examiners to give an opinion on the equivalence of the medicine program outcomes and marks awarded to the students according to academic and clinical competence at each year of the program.

#### **Best Practices (if applicable):**

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

#### **Evaluation**

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

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- 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**

The students for the MD program (English) are generally recruited from overseas, mainly from India, Tanzania and Nigeria, but also from some states in the Middle East. The selection process involves the certification in English language competence (B2 level) and results of their local National Examinations (with reference to Biology and Chemistry). The CIU have engaged around 20 agents specifically to assist them in selection and recruitment of medical students. The Ministry of Education in Georgia play their part in the admissions process which is predicated on completion of the High School diploma. Currently applicants are not interviewed but there are plans to include this in future. Having discussed with their admissions criteria, the visiting team felt that greater emphasis was required around the student aptitude for the sciences, i.e. Biology and Chemistry. Thus, the medicine program team advised CIU to use additional criteria for recruitment and selection of the medical students, for this would assure student success

The information on selection and admission of students to the MD program are transparent in that they are available on the university's website. There are other activities to promote this program through student recruitment fairs and targeted presentations in high schools. Our discussions with students who are at different stages in their studies suggested that the CIU medical program has a friendly atmosphere, and information from friends were included as reasons for applying to this university.

<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>• Self-Evaluation Report</li> <li>• Interviews with Stakeholders</li> <li>• English Language Medical Educational Program.</li> <li>• Catalogues of Educational Programs;</li> <li>• The information for foreign students placed on the website of the university <a href="http://www.ciu.edu.ge">www.ciu.edu.ge</a>.</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>• To expand the process for the recruitment and selection of students to assess other parameters which are key to success on the MD program, including interviewing students, competence in biology and chemistry, a written statement describing why they want to study medicine, previous experiences and future developments.</li> </ul>
<b>Suggestions for programme development</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input 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>
<b>2.2 Educational Programme Structure and Content</b>
<p>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.</p>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>The MD program delivered in English at CIU follows the Bologna ECTS credit system as well as the CIU's process for the design and development of programs, with student recruitment being predicated on their achieving the minimum standards required as part of the admissions criteria . The medicine program follows the ECTS system and made up of 365 credits, where 330 credits are mandatory, and 30 credits selected. Information about the medicine program is publicly accessible on the university's website.</p> <p>The content of the various courses within the MD program resonate with the medicine benchmark statements and the learning outcomes are consistent with the qualification. There is some level of integration of science, human sciences and clinical practice across the program from semester one, and the program team are seeking to include even more. The integration of basic sciences and clinical knowledge is achieved by the collaborative working of tutors and different stakeholders provide learning events with matched topics in in physiology, biochemistry, anatomy, histology and psychology, and linked and applied to clinical cases. Accordingly this is demonstrated by the</p>

use of learning and teaching methods to facilitate this, including:

- Lecture,
- Practical sessions
- Clinical-case based learning integration where they have started to use problem-based learning
- Credit recognition for learning in clinical practice
- Anatomy – 3D models and phantom, models
- Trained in histology using a microscope,
- Oral presentations

The MD program maintains a close scrutiny of student attendance on the university campus as well as in the partner providers of clinical learning in the clinics.

The CIU has research activities and where appropriate, the students on the MD program have opportunities for engagement. This is achieved through the provision of internal grants, the professors who are successful in gaining external funding. In some instances, there have been co-financing of projects through matched funding. The students who are involved in research projects are selected by mentors, and professors on an individual basis, and there are opportunities for attracting young scientists. Given this research culture, there is evidence that research findings both at CIU and from the literature, incorporated into the curriculum. Research skills are taught as credit-bearing courses on the MD program, e.g. academic writing, research skills elective course, evidence-based medicine. Students are encouraged to make presentations at conferences

**Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- Methodology for planning, designing and enhancement of educational programs English Language Medical Educational Program;
- Syllabi of the educational courses;
- Evidence of participation of stakeholders in the development of the program

**Recommendations:**

**Suggestions for programme development:**

- To provide more colleagues with opportunity to meet medical educators at conferences for the sharing of good practice

**Best Practices (if applicable):**

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

**Evaluation**

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

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

### 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**

From an analysis of the MD program documentation and the discussions with the various stakeholders, the courses which make up the program have the appropriate and corresponding learning objectives, and are tested according to the learning outcomes. The courses demonstrate an increase in level and depth of complexity as the students' progress through the program, and demonstrate compliance with the national higher education qualification framework. The credits awarded for the respective courses reflect in the number of contact hours of teaching and expectations for private self-directed and independent study. As with all medical programs, the number of hours of clinical practice is greater for each ECTS credit compared with the didactic approach to learning. We were informed that learning outcomes were mapped to the assessments, and therefore we have assumed that with the combination of in-course assessments and end of course examinations, that all learning outcomes are assessed.

The CIU program team are introducing medical education methods into the curriculum and this is to be welcomed. The colleagues of CIU have acknowledged that there is considerable amount of faculty development needed to achieve this, i.e. training for problem-based learning facilitation and case development, OSCE examiner training, and assessment item-writing (writing single best answer questions, OSCE stations). To this end we would recommend that CIU expand the number of experts they are collaborating with, in order to gain expertise in these methods. Likewise, to continue the developmental work already ongoing by the further provision of opportunity for colleagues to meet medical educators at conferences for the sharing of good practice.

The learning materials for the MD program are available on the learning process management system. With respect to the library resources, the medical students have access to learning materials (books and journals, databases) on campus and by remote access using their user name and password. Library stocks of books and databases are updated in consultation with academics. Library staff provide training for lecturers in the use of databases. Whilst access to up to date medical literature developments is available through databases, some of the journal articles on these sites are not freely available. Therefore, the academics would be wise to make sure that recommended reading materials are available to avert student anxiety.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- English Language Medical Educational Program;
- Syllabuses of the educational courses;

<ul style="list-style-type: none"> <li>Printed, electronic textbooks and training materials mentioned in syllabi;</li> <li>Results of the course learning outcomes assessment;</li> <li>Results of students and professors survey.</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>To expand the number of colleagues to gain expertise in medical education methods,</li> <li>To ensure any online reading materials which are recommended are accessible to students</li> </ul>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>Colleagues have opportunities to collaborate medical educators by attendance at conferences for the sharing of good practice.</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements  <input checked="" type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements         </p>

<b>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</b>
<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><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>It is recognized by the CIU program team that medicine as a discipline has both theoretical and practice elements for those wishing to practice medicine as a doctor. Thus, medical students need learning and training in the practical skills of examinations, clinical procedures and clinical communication. The infrastructure of the MD program well-equipped clinical skills laboratories on the campus of CIU and access to use the clinical skills laboratories at the partner clinics.</p> <p>The memorandums of agreement with the many clinics who take their students on clinical placement have details of the expectations for clinical learning and teaching. Many of the clinical tutors are affiliated professors of CIU, so there is clearly a good working relationship between the campus-based and clinic-based academics.</p> <p>Students provide feedback on the learning experience via surveys and it is compulsory that these surveys are completed. Likewise, there are opportunities to provide verbal feedback where there are problems with the learning environment. Within the clinics, students are able to discuss issues with the clinical coordinator if there are problems. This is a relatively new program, so it is appreciated that these mechanisms take time to be fully established and clear.</p>



Clinical skills are taught at the university campus, and in practice by the affiliated academics in the clinics and when the students perform the skills they are given immediate feedback on their performance. The program practice component is organized and planned so that students are able to achieve the learning outcomes in terms of knowledge and skills.

The medical students receive scientific research skills training (12 credits) which covers data analyze, critical thinking, and handling of data in research methods (experimental, statistical.). They also receive training in scientific writing, and in research ethics considerations. Opportunities are available for students on the MD program to engage with researchers and group projects, and to attend the annual CIU International Conference of Undergraduate, Master and Doctoral students.

The CIU is justly proud of its achievements and recognition by the Ministry of Sport and Youth Affairs of Georgia, as well as receiving the title of 'Successful Georgian Brand'.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- Statistical data confirming students' participation in research projects;
- Scientific conferences materials, information on activities carried out;
- The journal "Caucasian International University Matsne“;
- Agreements and memorandums signed with the medical profile institutions

#### **Recommendations:**

- To ensure transparency in the quality assurance of the clinical training in the clinics with regards to feedback and dialogue between all stakeholders – academics, students and professional colleagues responsible.

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

#### **Best Practices (if applicable):**

- Clear and definitive memorandum of agreement with external providers of clinical learning

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

#### **Evaluation**

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

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

## **2.5 Teaching and learning methods**

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

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

The visiting team on behalf of the NCEQE were able to meet the different academics responsible for the learning, teaching and assessment of the students on the MD program. It was good to see that there were many group discussions, with colleagues worked together on the integration of the different subjects, using case-based learning. The learning and teaching methodologies reflected the learning materials. Anatomy was taught in a classroom using 3D models, clinical images and the use of non-human organs. The small-group work also occurred in the clinics as well as the CIU campus

The students on this program are not from Georgia, but from conversations with them, it would appear that there is no real problem in terms of culture and the learning environment – this is to be expected as all students we spoke with have been in Georgia for at least a year. Some of the academics were forthcoming in acknowledging some of the initial issues with the overseas students becoming integrated into Georgian culture, and that the courses in Georgian language helped them, as did communication and social interactions with Georgian peers, clinic employees and patients. It was good to hear from academics about the initial cultural problems that students had, but that they are resolved with time. This is inevitable for suggesting that everyone is happy all the time is a cause for concern, for this is not normal. It was therefore gratifying to learn of problems and how these are resolved.

Students appeared to be content with the methods applied for learning medicine and it was evident that different types of methods had been introduced and evolved as the students progressed through the program. Student-centred learning methods are applied which help them and their individual style of study. The spread of methods used include:

- Didactic and interactive lectures
- Online learning resources
- Problem-based learning is being developed
- Discussions and seminars
- Practical classes in the biosciences
- Small group work to engender an ethos of team-working
- Clinical skills training
- Self-directed studies

The various courses use different learning/teaching methods that are appropriate the material being taught and the medical or scientific discipline. Teaching plans are prepared, and are mapped to the Benchmark document.

**Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- English Language Medical Educational Program;
- Syllabuses of study courses;

**Recommendations:**

- To continue the work of introducing innovative learning and assessment methods in

<p>medical education</p> <ul style="list-style-type: none"> <li>• To increase the integration of basic and clinical science subjects for learning and application of knowledge and skills</li> </ul>
<b>Suggestions for programme developments</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<p><b>Evaluation</b></p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<b>2.6. Student Evaluation</b>
<p>Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>From the interviews with the various stakeholders of the CIU MD program, it was clear that there is a helpful dialogue between the students and academics involved in the learning and assessment of the courses to contribute to the development of the medicine program. The knowledge, skills and competences expected of the medicine graduates are evaluated using a variety of methodologies and are consistent with the learning objectives and learning outcomes as defined in the curriculum documents. The MD program is structured, such that the academics and students can demonstrate academic progression in knowledge and skills complexity as student proceed through their studies – This is accordance with the National Qualification Framework and benchmarks for medicine. Student achievement and progression is measured by the ECTS evaluation system, and the "Rule of Calculation of Higher Education Program Credits" (Order No. 3 of the Minister of Education and Science of Georgia, 2007). Nonetheless it would be helpful to have articulated clearly as to how the academics are trained in marking of students' work and the quality assurance mechanisms for a defensible assessment process. Likewise, for consistency of the assessments, it would have been good to have seen examination blueprints (where the questions were mapped to learning outcomes). An area for development in many of the medical schools in Georgia is the application of criterion referencing methods for standard-setting in competence-based assessments.</p> <p>The criteria and nature of assessment methods used for the continuous evaluation of the students are delineated by the professor responsible for the course and are dependent on the learning outcomes and in agreement with the Quality Assurance Department. Students are assessed mid-course via various components through in-class working, group work, written assignments, oral presentations, practical laboratory work and tests. A second evaluator for marking students' work where there might be a difference of opinion of the marks awarded, and there is also a transparent</p>

appeals process if a student feels the marks awarded is unfair. There are opportunities for students who fail an examination to retake the examination in the same semester (not less than 5 days after exam results have been published). The CIU might like to reconsider the timeframe for a resit, for where a student has failed very badly, 5 days does not give them time to remediate. The MD program are under constant review and development which occur from discussions between academic groups, the students in terms of their opinions and the marks achieved in assessments. Direct and indirect forms of assessment are utilised; in-course assessments are marked and returned the following week. The end of course assessments are delivered online in the examination centre and are generally multiple-choice formats and assessment items are analysed for content validity, i.e. bad questions are excluded. Students receive feedback on their performance 5 days after the examination event. In addition, feedback is given via the student online portal, group discussions and in one-to-one meetings with academics where they can discuss areas for clarification.

The assessment of clinical skills happens mainly in the clinical placement settings, where they are observed and given immediate feedback on performance. The CIU have introduced OSCE assessments, the first trial was a 4-station OSCE in paediatrics, and the developmental team gained gain feedback from examiners on the issues in this piloted assessment. The NCEQE team appreciated that this is a new development, and the CIU admitted that they needed, (a) to have more stations and longer testing time for the OSCE assessment to be reliable and valid, (b) to train OSCE examiners and OSCE station writers. The CIU program team are being proactive in up-skilling the academics, e.g. through attendance at international conference in medical education, and there is a budget available for staff development. Likewise, CIU academics are collaborating with colleagues at other medical schools in Georgia in the use of medical education assessments. This is to be encouraged for the development of a community of practice in medical education.

This is a new program which has yet to graduate a full cohort of students, and it is good to see that there is a culture of dialogue between academics within groups involved in the learning and assessment which contribute to the development of the medicine program. It would have been helpful to hear more about how the academics were trained in marking of students' work and the quality assurance mechanisms for the assessment process. But it was good to hear that there is a mechanism for a second evaluator to be involved in the marking process. Students are assessed by in-class practical and written assignments as well as oral presentations. Students are aware of expectations for assessments as designed by their tutors, so there is transparency in the assessment process. However, great clarity is needed regarding the appeals process if a student feels the marks awarded is unfair.

The assessment and defence of dissertations and thesis is not applicable for the medicine program.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- Medical Educational Program;
- Syllabi of the educational courses;
- "The rules for calculation of higher educational program credits", approved by the

<p>Order N3 of the Minister of Education and Science of Georgia from January 5, 2007.</p> <ul style="list-style-type: none"> <li>• The rule of regulating the learning process by the University Study Process Management System, "Goni";</li> <li>• The procedure for appealing evaluation results (see The rule of regulating the University learning process).</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• To continue the work of introducing the summative assessments of clinical competence, i.e. OSCE</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>• To expand the use of second evaluators for the moderation of marks to assure a consistent approach.</li> </ul>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>
<p><b>Evaluation</b></p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

### 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.
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The CIU has well-developed and functioning support services for the academic and pastoral support for students in their studies. Indeed, all stakeholders appear so happy, the visiting team thought that that either: (a) the students and staff are very loyal to their university, or (b) the CIU is doing a great job! The examples of support provided by students and staff included:</p> <ul style="list-style-type: none"> <li>• Proactive support for facilitating social events</li> <li>• Tutors' willing to support students both one-to-one, in groups, through communications via the student portal, and the Training Process management process.</li> <li>• Tutorial schedule is opened at the start of courses.</li> <li>• Student attendance monitoring means that they can be identified and remediation available to avoid students failing.</li> <li>• Staff and student attendance at conferences</li> <li>• Information is available for students to take part in local and international projects and events.</li> <li>• The realistic workload model for academics which includes student support</li> <li>• The accessibility of academics for students so that problems are easily dealt with, because the Dean, Head of programs and the academics are available to listen to issues and concerns.</li> </ul> <p>With respect to the integration of the overseas students, they are given courses in the Georgian language and culture to aid their integration into the Georgian society. Although some have found it difficult initially, the culture of the CIU seems to help them overcome cultural issues. The CIU acknowledge that they wish to expand the number of exchanges being offered for student.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>• Self-Evaluation Report</li> <li>• Interviews with Stakeholders</li> <li>• The University rule of regulating the learning process</li> <li>• The Faculty Statute;</li> <li>• The provision of Educational Process Management Department;</li> <li>• The provision of Information Technologies Management Department;</li> <li>• The Library statute; The University Study Process Management System, "Goni";</li> <li>• Syllabi of the educational courses; Consulting schedule;</li> <li>• Employment Forum reflecting materials.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• To investigate further International partnerships for facilitate the students and the academics of the MD program in exchange opportunities, with a business plan for resources to be available for sustainability of internationalization.</li> </ul>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>

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

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirement

### 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 as we are just evaluating the MD program (English)*

#### Evidences/indicators

- The Dissertation Board and Doctoral Studies Statute;
- Graduate Studies Statute;
- Personal files and researches of Master and Doctoral students' supervisors and co-supervisors;
- A Labor Agreement forms of supervisors and co-supervisors.

#### Recommendations:

#### 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

*NOT APPLICABLE*

### 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.

<b>4.1 Human Resources</b>
<ul style="list-style-type: none"> <li>➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;</li> <li>➤ 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;</li> <li>➤ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;</li> <li>➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The staff on permanent contracts are selected according to their experience in learning and teaching, clinical specialty and research interests as CIU has a growing research community. Contracts for invited staff are renewed each semester, and salaries are based on contact hours, with these colleagues very much enjoying their association with CIU. The system for recruitment and selection of invited staff were not as clearly articulated as for the affiliated and academic staff. Naturally the clinically qualified affiliated academics have dual contracts with their clinics and the CIU. There is a clear spread of the different medical specialties, and it is clear that they were involved in the development of the medicine program.</p> <p>On the question of suitability of academics teaching on the MD program (English), a perusal of the curriculum vitae supplied would suggest that they are competent to deliver the curriculum, albeit some resumes needed to be updated. The main concern with significant numbers of invited staff is that owing to the temporary nature of their contracts, it presents a potential risk to the medicine program, especially if they are responsible of significant courses, because this could affect the viability of the MD program. Therefore, it would be advisable to have greater and transparency in the workload models for the different types of staff contract.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>• Self-Evaluation Report</li> <li>• Interviews with Stakeholders</li> <li>• Personal files of affiliated, academic, invited, administrative and support personnel;</li> <li>• Competition materials conducted for academic positions;</li> <li>• Specific inquiry forms developed by the Quality Assurance Department to examine the quality of lectures, seminars, and practical training.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• To investigate possible strategies for attracting international professors as affiliated colleagues to enhance the CIU's reputation and thus promote further international collaborations.</li> </ul>



<b>Suggestions for programme development</b> <ul style="list-style-type: none"> <li>• A recruitment and training of more OSCE examiners is highly recommended to ensure adequate numbers are available for when OSCEs are used for summative assessments.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input 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>
<b>4.2 Professional development of academic, scientific and invited staff</b>
<ul style="list-style-type: none"> <li>➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li>➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>The Dean and Senior Management team of the MD program (English) are proactive in developing their competence and capacity in medical education and training, for they appreciate that this is a discipline in itself. To this end they have engaged with National and International experts to advise on the learning and assessment techniques and this is commendable. In addition to the written and clinical assessments, CIU are developing a portfolio system for assessment.</p> <p>There is a system for staff development and promotion which can lead to financial reward which has been in operation in the current format for 6 months. These include authorship of research papers, books and monographs, attendance and presentation at conference, obtaining scientific grants, exchange programmes and involving students in research project.– so fair and equitable, likewise there are also opportunities for addition responsibilities. Decision om promotion are made from submission to the University Board and are judged on achievements in terms of teaching, student opinions, research and participation in conferences. For the latter, there are funds available for staff to attend conferences. The discussions with colleagues revealed that there is a culture for faculty development in medical education. The NCEQE team would encourage the CIU Faculty of medicine to expand their skills in this area, for the community of practice in medical education is so willing to share knowledge and expertise.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>• Self-Evaluation Report</li> <li>• Interviews with Stakeholders</li> <li>• Incentive mechanisms of the scientific-research activities.</li> <li>• Scientific/research indicators of persons involved in the program (see above in the statistical data);</li> </ul>

<ul style="list-style-type: none"> <li>• Results of academic personnel activities (quality of teaching and research) evaluation and satisfaction survey;</li> <li>• Use of evaluation results in the personnel management and development;</li> <li>• Statistical data on the personnel; Indicator of the personnel involvement in international projects, conferences, studies and events (see above in the statistical data);</li> <li>• Documentation confirming international cooperation;</li> <li>• The Medical Faculty Budget;</li> <li>• The University budget;</li> <li>• The University strategic development and action plans;</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>• To continue the vital work of expanding the pool of medical education experts to advise on the development of the program in terms of learning and teaching methods, and assessment methods. In so-doing it will help with the MD program compliance with the revised standards for medicine around regular faculty development.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>• A recruitment and training of more OSCE examiners is highly recommended to ensure adequate numbers are available for when OSCEs are used for summative assessments.</li> </ul>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>• The Dean and Senior Team of the MD program are to be commended for seeking out medical education experts to advise on the development of the program</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

#### 4.3. 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 CIU MD program (English) has made rapid development and being a relatively small faculty, is able to respond rapidly to any problems around curriculum delivery. This is not just confined to the CIU campus, but also the clinics, because they have clinical coordinators to assure the smooth running of learning in the clinical settings. Students have access to learning materials both on campus and as remote access. The visiting NCEQE team were given a guided tour of the CIU and were very impressed by the clinical skills facilities and the plans for configuration for more pilot trials of the OSCE. The clinical skills laboratories are equipped appropriately so that students are able to learn the skills before entering the clinical setting and contact with patients. The clinical

skills centres have simulators and mannequins for practicing these techniques. Students also have use of the clinical skills laboratories and auditorium at the clinics where they are taught. In addition to the study laboratories for practical sessions in the biosciences, there is also a research laboratory for neuroscience and applied physiology – laboratories varied in the ‘age’ of the equipment available. Since there is increasing need for online learning, there are 2 libraries, 3 reading halls and 5 computer classrooms equipped with relevant software. There are elevators available so that students with a physical disability have access to the learning facilities.

With regards to the library and learning resources, much of this material is available online so accessible remotely for students and staff. The library management liaises with academics regarding review of library stocks and databases. Some books are photocopied and are available for loan - we were assured that there were no copyright issues, but this needs to be explicit to ensure compliance with International Copyright Law. The medical journals are access chiefly online via databases. Some are in English and the remainder in the Georgian language or in Russian. It was unclear as to how many medical journals were available in English as the databases did not allow access to the full paper of some journals. It was acknowledged that library stocks (books and journal accessibility) needed to be reviewed to assure longevity of the MD program.

The visiting team would like to acknowledge that setting up an MD program is both labor-intensive and very costly in terms of infrastructure, learning and human resources.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- Study auditoriums; •
- The Center for clinical skills;
- Study laboratories of Biochemistry, Microbiology, Immunology, Biology, and Histology;
- The Scientific Research Laboratory of Neuroscience and Applied Physiology;
- Memorandums of mutual cooperation with clinics;
- Visits to Library, physical and technical resources;
- Ratio of technical devices and number of students
- Documents confirming the possession of the infrastructure, technical equipment and book stock;
- Access to international electronic library databases;
- Compliance of library books with core literature indicated in educational programs
- Documents certifying involvement in international electronic library database; •
- Students survey results.

#### **Recommendations:**

- To review the library stocks in terms of textbooks and journal-access online

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

- To expand the faculty of medicine learning resources, with a transparent system in the selection and allocation of resources

#### **Best Practices (if applicable):**

- |   |
|---|
| <ul style="list-style-type: none"><li>• Learning resources are available to students and staff on the university campus and as remote access.</li></ul> |
|---|

<b>In case of accredited programme, significant accomplishments and/or progress</b>
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**Evaluation**

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

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

**4.4.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**

Student fees and State grants and the main sources of funding for the MD program. Other sources of funding arise from commercial activities such as rental of buildings and facilities. It was not clear as to how the budget was allocated, but from the website, the student fees for the MD program (English) is 5000 US dollars per academic year. It was difficult for the visiting NCEQE team to ascertain whether the in the budget for the medicine program was economically viable for enabling the core activities of the Faculty as laid out in the university's strategic plans.

Although the Dean and senior team of the Faculty of Medicine do not appear to have autonomy with respect to the budget, we were assured that the Rector and Council are generous in their allocation of funds for the MD program. Funds are also made available for the motivation of academics in the promotion, financial reward and research, as well as for academics and students to attend conferences.

**Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- Medical Program Budget

**Recommendations:**

- That a profitability analysis is undertaken in order to demonstrate transparency in financial management and reports, for effective decision-making at faculty level.

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

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

- ☐ Complies with requirements  
☒ 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 CIU self-evaluation report for the NCEQE visit was written as a collaborative venture between academic and professional colleagues. The visiting team on behalf of the NCEQE met with the senior leadership of the CIU, and Faculty of Medicine, including the Dean, head of program, head of quality assurance and the different categories of academics (clinical and non-clinical) who teach on the medical students. From the various interviews with the different stakeholders, it was evident that students were surveyed regularly and completing these questionnaires is compulsory. The surveys are used to gain valuable information on the strengths and weaknesses of the MD program and follow the principle of: "Plan - do - check - develop". In these surveys student satisfaction is explored in terms of the MD program's learning outcomes and any problems in curriculum delivery so that, where possible they are amended. These survey results are reported to the MD program team and recommendations are made to Academic Council.

The Quality Assurance Department develops other questionnaires:

- To surveys of professors-teachers to assure that the credits assigned to the different courses are aligned to the ECTS credit system in terms of credits with hours of study and thus student workload.
- For employers to ascertain the learning outcomes and their relevance to graduate employability. In turn the responses are utilized to address potential gaps in skills for the labor market. Naturally this is not so needful for the MD program which must follow the benchmark statements for knowledge, skills and professional behaviours.

Although the systems for quality assurance seem in many ways robust, it was unclear how academic opinions were included when recommendations are made to the Academic Council. It was also unclear as to how the actions in response to student feedback was in turn shared with students, i.e. closing feedback loops - This is an area that needs greater clarity.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- The Document "Quality Assurance Mechanisms and Efficiency Management";
- The University Quality Assurance Department Statute;
- The Faculty Statute;
- The provision of Educational Process Management Department;
- The rule of regulating the learning process;
- Special forms of the survey of professors, students, graduates and employers (questionnaires on the evaluation of the educational program, training course, professor, training course syllabus, etc.)
- Results of the survey of professors, students, graduates, and employers.

#### **Recommendations:**

- Greater clarity in the internal quality system and the regulations on how the feedback obtained from different sources for improvement of the academic process.
- To develop further the ways in which the data derived from the surveys of student, academic staff and administrative staff and outcomes (changes made in response to feedback) are shared with the different stakeholders of the MD program, i.e. closing feedback loops

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

#### **Best Practices (if applicable):**

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

#### **Evaluation**

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

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

## **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**

The CIU's new documents in 2018 "Quality Assurance Mechanisms and Evaluation of their Efficiency" describes the activities relating to quality assurance and is in accordance with the laws of Georgia on Higher Education, Development of Education Quality, Normative Acts of the Ministry of Education and Science of Georgia, NCQE, Provisions of Authorization of Higher

Educational Institutions and Accreditation of Higher Educational programs, Standards of Authorization and Accreditation Objectives of the Quality Assurance Service are to:

- “Ensure high quality of educational and scientific-research process at the University;
- Enhance implementation of modern methods of evaluation of quality of level of learning and teaching;
- Improve quality of learning process by collecting and analyzing information related to quality of education;
- Reflect the results of studies in learning and scientific research process with the purpose of improvement of efficiency thereof;
- Implement cycle system of effective control of quality “Planning, Accomplishment, Monitoring, Development” at all levels.

According to these regulations, the quality assurance system should “reflect the results of studies in learning and scientific research process with the purpose of improvement of efficiency thereof”. Based on these regulations University and Medical Faculty quality assurance members are proactive in their involvement in various conferences, e.g. colleagues attending the international medical education conference in Basel in August 2018. CIU also has invited UK experts. All these activities are praiseworthy, but the MD program’s external evaluation needs to be expanded further. Likewise, the CIU would be advised to elaborate clearly in their strategic plans how they will achieve great clarity in these processes.

The MD program (English) is a relatively new program so CIU academics were able to begin with a ‘blank sheet’ to design an innovative curriculum that complies with the national standards for medicine and the sector benchmarks. The knowledge and skills competences required are obviously there, and the academics are working towards full compliance by the deadline of January 2019 with respect to other areas for development, i.e. OSCE, PBL. The senior management of the MD program fully acknowledges this, and so have taken steps to up-skill the academics, brought in National and International advisers to facilitate the staff development. Likewise, there has been significant investment in the medical school infrastructure to make this possible.

**Evidences/indicators**

- Self-Evaluation Report
- Interviews with Stakeholders
- On granting authorization to the University by the decision of the Authorization Council of the LEPL - "National Center for Educational Quality Enhancement";
- On granting accreditation to the University Educational Programs by the decision of the Accreditation Council of the LEPL - "National Center for Educational Quality Enhancement"



<b>Recommendations</b>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>To increase the number of external experts and reviewers (national and international) to assist in the expanding work</li> <li>To elaborate clearly in the new plans how external examiners will be recruited and used to improve the MD program.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<b>5.3. Programme monitoring and periodic review</b>
<p>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.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The quality assurance department has policies and procedures to surveys all stakeholders, staff, students, graduates and employers and thus gains valuable information to share with program teams around the development of curriculum and the student experience. The results obtained from these surveys and the modification of curriculum / syllabus are reviewed by the Head of the Quality Assurance Department, who then presents to the LEPL and NCEQE citing the changes implemented, as well as program aims and objectives, and program strengths and weaknesses. Whilst this system appears to be very thorough, it is significant to recognise and respect discipline, at colleagues within the Quality Assurance Department to be seen to acknowledge the experience and expertise of the program team.</p> <p>With regards to the peer observation of teaching by the academic, it was also unclear as to whether this happened in a regular basis for teachers other than invited staff. Likewise, with regards to peer appraisal, there is definite need within CIU and other Georgian universities for there to be an external examiner process for assuring equivalence of diplomas awarded across the sector.</p> <p>The MD program (English) will graduate its first cohort of medical students in 2019. Since the original accreditation, there have been changes in the national standards for which all Georgian medical school must demonstrated compliance by January 2019. The system of review also takes very seriously the NCEQE accreditation, the preparation of documentation and liaising with</p>

colleagues, which has demanded considerable time and effort.
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>• Self-Evaluation Report</li> <li>• Interviews with Stakeholders</li> <li>• Quality assurance mechanisms and their efficiency assessment;</li> <li>• Evaluation form and criteria for academic and invited personnel by the Quality Assurance Department</li> <li>• Evaluation form and criteria for academic and invited personnel by the Dean;</li> <li>• Evaluation form and criteria for support personnel by the Dean;</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>• To evaluate how the the results and feedback from external reviewers (such as employers) may be utilized for MD program enhancement.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>• To determine and agree length of tenure for named external examiners on the MD program</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p>X 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 quality enhancement opportunities		X		

### Enclosed Documentation (If Applicable)

HEI's Name: Caucasus International University - LLC

Higher Education Programme Name: MD program (English)

Number of Pages of the Report: 34

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

Name, last name, signature

Professor Olwyn Westwood



Expert Panel Members'

Name, last name, signature

Associate Professor

Ia Pantsulaia

ნ. ფანტულაია

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Dr Tsotne Samadashvili

