



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

American one-cycle Medical Doctor Programme

Tbilisi State Medical University

20-22 April, 2021

Report Submission Date

Tbilisi

## HEI's Information Profile<sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	LEPL Tbilisi State Medical University
HEI's Identification Code	Legal Entity of Public Law
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	American Program of Certified Medical Doctor
Level of Education	One-cycle educational program
Qualification Granted <sup>2</sup>	Medical Doctor
Detailed field and Code	0912
Indication of relevant secondary education subject/subjects/group of subjects  (In case of Integrated teacher Bachelor's and Master's programme and Teacher training programme)	
Language of Instruction	English
Number of ECTS Credits	360
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	Accredited #457 14.12.2011

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Dean Parmelee, M.D. Wright State University USA
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<sup>1</sup> In case of joint programme, please indicate the HEIs that carry out the programme. If the joint programme is carried out in collaboration with the foreign HEI, indicating ID Number and Organizational-legal form is not obligatory

<sup>2</sup> If the programme is carried out in collaboration with the foreign HEI and the formulation of the qualification granted after the completion of the programme is different, the qualification is indicated according to the respective university

Member (Name, Surname, University/organization/Country)	Irina Pkhakadze, Professor, Akaki Tsereteli State University, Georgia
Member (Name, Surname, University/organization/Country)	Jilda Cheishvili – Associate Professor Tbilisi Open Teaching University Georgia
Member (Name, Surname, University/organization/Country)	Marine Toidze, Professor, Caucasus Medical Center, Georgia
Member (Name, Surname, University/organization/Country)	Elene Khurtsidze, MD, New Vision University, Georgia

## Accreditation Report Executive Summary

- **General information on the education programme**

The TSMU began a collaboration to establish the American Program of the Medical Program with Emory University School of Medicine between 2000 and 2011, when the program was accredited, followed by its opening in 2013. The primary goal of the collaboration was to strengthen undergraduate medical education in Georgia in accordance with international standards. From its inception, it has intended to provide a new and innovative curriculum, modeled, adapted and modified from the medical school at Emory University. Since its inception, it has grown in student enrollment, increasing numbers of applicants, and rising standards for admission. There are currently 377 students enrolled. The program consists of three phases – (1) preparatory/pre-medical phase; (2) Foundations of Medicine, encompassing normal and pathological conditions; (3) Clinical phase, with three separate years (two semesters each). The curriculum is designed to embrace horizontal and vertical integration with each phase built upon the one before. In addition to the many expected content areas for a medical degree, the program has robust program for the development of professionalism.

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

The Self-Evaluation Report and associated documents were sent to the expert panel on 30 March 2021. The panel met for a planning session (virtually) on 16 April 2021, and the visit took place on 20, 21, 22 of April 2021. Four of the panel members were present in the Republic, one (Chair) attended virtually. The two medical schools at TSMU were reviewed and site visited by the same team over the three-day period, with university leadership overseeing the two schools, faculty that are ‘shared’ by the two schools, and other staff also ‘shared’ being part of the interviewing process.

Day 1: Administrative leadership of the University, overseeing the two medical schools were interviewed, followed by interviews with the respective Self-Evaluation Teams for each of the schools. For the USMD program, this included representatives from Emory University. Both Heads of Programs were also interviewed, separately on this first day. Expert panelists 'on the ground' in Tbilisi had the opportunity to visit facilities serve the schools.

Day 2: Focused upon meetings with the Academic Staff of the USMD program and of the Georgian program, the Invited Staff for each, and with Employer representatives.

Day 3: Focused upon meetings with students and graduates of each program separately, leadership of the QA Department for the University, Stakeholders for both programs. A final and brief summation of findings was presented to University and Program leadership.

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

The program is in compliance with all regulations and standards based on review of facilities, documents, interviews with broad representation of leadership, students, graduates, faculty and stakeholders.

- **Summary of Recommendations**

- **Summary of Suggestions**

Since the program considers the USMLE to be important for its graduates, add intermediary assessments (NBME's CBSE, CCSE) to provide feedback to students and faculty on progress of students as measured by instruments correlated to USMLE performance.

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

The program has many distinguishing features representing best practices:

Robust system of assessment of progress of students with monitoring and use of their feedback on instructional quality.

Objective assessments during the clinical training phase.

A professionalism curriculum across all six years of education.

Opportunities for some students to experience clinical education in the US through Emory University.

- **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 program's inception design began in the 1990's with the visitation of a distinguished medical educator from Emory University, but became formalized in about 2007 and entered a planning phase which incorporated many stakeholders and university leadership. A central principle was to create a medical education program that was student-centered, competency-based, and attendant to the high ideals and standards of professionalism of physicians. Since its first matriculation and accreditation, it has evolved strategically by exploring modern teaching and learning strategies, assessments, and continuous self-evaluation for improvement. Emory University has continued to provide invaluable counsel for best-practice education for the physician of the 21<sup>st</sup> century, but clearly articulates that this program is TSMU's 'own program.'

The American Program of Certified Medical Doctor (USMD) was established in 2013 and was developed through a collaboration between the Tbilisi State Medical University (TSMU) and Emory University School of Medicine (ESOM) in the USA. Its goal is to prepare and graduate *"internationally recognized, competent, competitive, highly qualified physicians having knowledge, ability, and behaviors required for postgraduate training and specific training*

- o *courses in the health professions, while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to life-long learning and an understanding of the vital role of research in healthcare."*

The program has identified a set of six objectives, which along with its goal, are consistent and complementary to the institution's mission and strategic plan. Furthermore, the objectives are focused internationally accepted values for the education and training of physicians. The program's set of knowledge, skills, and competencies detailed from the six objectives are rational, systematically considered, and are addressed at every phase of the curriculum.

#### Evidences/indicators

- Self-Evaluation Report
- Interview with University leadership, self-evaluation team, educational program description, program coordinators, academic staff, students, employers and other stakeholders
- Website of University –Vision, Mission, Strategic Plan

#### Recommendations:

<ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>Since the program considers the USMLE to be important for its graduates, add intermediary assessments (NBME’s CBSE, CCSE) to provide feedback to students and faculty on progress of students as measured by instruments correlated to USMLE performance.</p>
<p><b>Best Practices (if applicable):</b></p> <p>US exchange program for students who pass Step 1.</p> <p>Groupings of 25 students who work with a faculty member as advisor/mentor for duration of curriculum.</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> 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>

<p><b>1.2 Programme Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>➤ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;</li> <li>➤ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;</li> <li>➤ Programme learning outcomes assessment results are utilized for the improvement of the programme.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The program has identified fourteen (14) learning outcomes that are comprehensive, reasonable, and meaningful, and describe the many core competencies expected of a graduate physician. These outcomes are mapped to the program objectives and additionally address requisite non-cognitive attributes expected of physicians (life-long learning, empathy, sense of responsibility to patient, family, and society).</p> <p>The program has a “Learning Outcomes Evaluation Plan,” and the Self-Evaluation notes that knowledge is tested at the end of the pre-clinical phase, Skills &amp; Responsibility &amp; Initiative are evaluated in the 10-12<sup>th</sup> semester, as well as with OSCEs in the 11-12<sup>th</sup> semesters in the “Become a Doctor” course. The Self-Evaluation document displays additional benchmarks, though for</p>

the most part and because of the small number of students and graduates so far, few of the desired benchmarks have been met as yet.

The Self-Evaluation document indicates that surveys of students are conducted ‘systematically’ and electronically by the University Quality Assurance office (provides for both this program and the Georgian program) for modules, courses. Results of surveys are collated and shared with responsible faculty, and committees entrusted to make changes. Faculty receive feedback on their instruction quality.

Examples are given of changes to the curriculum based on student feedback and that “in the near future” an e-journal platform will provide more feedback since advisors will be able to track student learning activities as well as their feedback on instruction quality.

The extensive assessment processes across the curriculum ensure maintenance of quality of instruction linked to the program learning outcomes, especially the series of OSCE’s, OSPE’s, Mini-CEX, DOPS, Standardized Patient evaluators.

**Evidences/indicators**

Self-Evaluation report  
Interviews with faculty, staff, leadership and students  
Review of course and clerkship syllabi

**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):**

- 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**

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

**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

## 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	✓			

## 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 programme details the standards/process for admission to be in compliance with the Law of Georgia. It has increased the minimum scores required on the national exam, especially the English requirement, for citizens, starting in 2013 at 75%+1, but most recent cohort at 80%+1.

For non-citizens, the programme states that enrollment is regulated centrally, “based on interview and documentation validation.” However, a PDF document found on-line from the program states that applicants from English schools/colleges/university completion or a valid IELTS (>6.5) or TOFEL (>90) certificate” are exempt from having to take the English Language Test at Tbilisi State Medical University.

The prerequisites for receiving the educational program are transparent and available to all interested persons; the rules of admission and learning outcomes, are made by the Curriculum Committee of the respective faculty, discussed first at the faculty meeting, then at the Academic Council and finally is reflected in the curriculum.

To ensure publicity and accessibility the characteristic of the educational program is available on the University website: [www.tsmu.edu.ge](http://www.tsmu.edu.ge) and on the social network page of the University <https://www.facebook.com/tsmu.tbilisistatemedicaluniversity/>. The TSMU website also contains program syllabi web-versions and an academic calendar.



TSMU participates regularly in local and international exhibitions of educational programs, organizes “open door” days in schools of different parts of Georgia and orientation meetings with the distribution of information leaflets, administration of the program is involved actively in personal consultations.

**Evidences/indicators**

- Self-Evaluation report.
- TSMU website links related to admission to the USMD program.
- Interviews with staff and students.

**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):**

- 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**

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

**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

**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**

The admissions standards for Georgian citizens and non-citizens was set high from the beginning and it has been increased for both applicant pools over the years.

Highlights of the program design include: (1) preparatory period of two semesters of fundamental sciences, English, and Georgian languages. (2) 5 semesters pre-clinical learning, modular & integrated courses, early clinical skills training; (3) a two-semester transition phase, followed by a translation part that leads more full-time clinical training for five semesters. There is solid coherence of the program, carefully linked to the program learning outcomes.

The structure of the preparatory year, pre-clinical and clinical phases is appropriate for the program learning outcomes, is logical, and as the mapping shows, it is linked to program objectives. The sequencing of the courses and clerkships fits well with the design since each has been built upon from the year or phase before, ensuring horizontal and vertical integration. The weaving into the whole curriculum of a longitudinal course for professionalism is exemplary, and it dovetails with the students progressive learning of the practice of medicine.

Clinical competencies are acquired starting early in the curriculum, encompass a range of sites for seeing patients in the clinical years, and competencies are assessed at multiple points and with varied approaches, i.e., simulation, OSCEs, standardized patients, bedside use of the Mini-CEX by attending. Robust attention has been paid to incorporate important content areas for learning the conduct of research, statistics, epidemiology.

According to Georgian legislation, the American program Medical Doctor is one-cycle program and equals to the master's degree; the program complies with the University mission and its priorities; The program meets the basic requirements of the World Federation of Medical Education and the sector benchmarks in the field of medical education. The content, structure, complexity of the American MD Program, and Qualification to be granted correspond to the second cycle of higher education. Learning outcomes are aligned with the sector benchmarks, "National Qualifications Framework".

Program is based on ECTS system and takes 6 years of study, involves 360 ECTS credits, 30 credits per semester, 1 credit is equal 30 academic hours.

The educational American program Medical Doctor is oriented to a student and the learning outcomes; it is partially integrated (both horizontally and vertically). It consists of integrated several blocks: Block 1 -Humanities, Behavioral and Social Sciences; Block 2- Biomedical Sciences; Block 3- Biological and clinical basics of the disease; Block 4 -Fundamentals of Clinical Thinking Development and Diagnosis, distributed in the first seven semesters and combined with 14 credits of elective subjects, amounts to 212 credits allow increase the range of general knowledge outside medicine.

<p>38credits are devoted in parallel with the integrated modules, to the course "Becoming a Doctor", which comprises the study of clinical skills, diagnostic principles, ethical issues. This course starts during the first year and progressively follows the whole program.</p> <p>17 credits (ECTS) are devoted to the development of scientific skills (Introduction to Research, Epidemiology-biostatistics, Principles and Practice of Medical Research, Medical research). The scientific component ends with the submission of an independent scientific paper/ project. Students have an opportunity to take a professional certificate of Completion of the course in Biostatistics and SPSS usage during the course. The compulsory courses provide the opportunity to analyze and summarize theoretical and practical knowledge and skills, clinical thinking, self-assessment and reflection gained in the previous courses.</p> <p>The educational program has a Program Head, who is responsible for management of program implementation, its development, and effective performance of all its components. Educational program is developed at the Medical faculty.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>· Self-Evaluation report.</li> <li>· USMD program description document.</li> <li>· Review of syllabi for all phases.</li> <li>· Interviews with students, faculty, leadership.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> </ul>

Partially complies with requirements

Does not comply with requirements

### 2.3. Course

- Student learning outcomes of each compulsory course/subject/module/concentration 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**

All syllabi were reviewed with focus on: learning outcomes, assessment methods, strategies for teaching and learning, resources recommended or at hand for student learning.

Syllabi are formatted similarly across the curriculum and each provides detailed information on the content, pedagogy, assessment, and re-statement of general behavioral expectations. The course documentation provides evidence of compliance with the standards and alignment of all module learning outcomes as well as program learning outcomes. Credit allocation is fully appropriate.

Some of the course/clerkship the learning outcomes are 'lower level,' i.e., *describe, explain, list, define*. Although the learning outcomes are consistent with program outcomes, they are not representing best practice for the transformation of information into knowledge that is applicable for problem-solving.

The syllabi of the courses /modules of the program include the following information: Name and type of the course, semester, course author / Instructors of academic course, number of credits indicating relevant contact and independent hours, Prerequisites for admission, course purpose, Teaching and learning methods, evaluation system, content of the academic course, learning outcomes and instructions for Clinic sessions, required equipment needed for BAD, requirements of Professional Attire. The mandatory and additional study materials are indicated in all syllabi.

All learning outcomes of the courses are defined as general and field competencies, based on the sector benchmark, learning outcomes are measurable and are adequately assessed.

#### **Evidences/indicators**

- Self-Evaluation report.
- USMD program description document.
- Review of syllabi across the six years.
- Interviews with students, faculty, leadership.

#### **Recommendations:**

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

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

- Since the program is already using some 'flipped classroom' strategies, future faculty development can address how to maximize the benefit of the 'out-of-class' learning of facts with increasing focus for the 'in case' application of those facts to solve clinical

problems. Doing so will transform the assessments to require more ‘use of knowledge’ rather than ‘do you know it – recall. This will, overtime, drive student learning to ask ‘why’ and ‘how will I use this information.’

- All course/clerkship learning outcomes could be enhanced by re-phrasing to more ‘active’ tense. This would make them easier to assess, using objective criteria. The learning outcomes for each course/clerkship could be re-formatted for emphasis on the use of information and knowledge, e.g., instead of “Define hypertension,” consider “Given a patient with Stage 2 hypertension, be able to select the most evidence-based therapeutic agent and explain to the patient its mechanism of action and side effects.
- Syllabi could reflect in writing (benefit to students and faculty) how each course/clerkship gathers feedback from students and faculty and how data from these sources are reviewed by the program for continuous quality improvement. If this is updated annually, then new students can see how the syllabus for the course they are about to take has been modified via student feedback. Doing so also helps faculty to keep their syllabi current.

**Best Practices (if applicable):**

“Becoming a Doctor” (BAD) course appears to be a unifying process across the curriculum for professional formation, which incorporates many of the critical non-cognitive values requisite for physician practice.

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

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

**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

**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**

The Self-evaluation report details the program’s progressive development of practical skills for the pre-clinical and the clinical phases; the examples given are consistent with the program’s learning outcomes. The use of OSPEs and OSCEs as part of the course/clerkship specific assessments ensures achievement at the appropriate level of expectation. The curriculum-long ‘Become a Doctor’ course is the backbone of this approach to the preparation

<p>of the medical student to function as a young physician upon graduation.</p> <p>Of note for skills development, the program accepts many international students who enroll without Georgian language skills. The preparation phase requires study of the language and culture for beyond that first year, and when students enter the clinical setting each non-native Georgian speaking student is paired with a native speaker for the conduct of interviewing patients. This provides an enormous benefit for these students who thereby develop fluency in patient-care domains.</p> <p>Interwoven in a spiral or progressive fashion is a curriculum for the development of scientific skills that includes use and interpretation of statistics, epidemiology, critical reviews of literature, and use of these tools in making evidence-based presentations with either background or foreground investigation. Completion of a research project is also included as a culminating exercise and can include case report, surveys, prospective or retrospective research. The additional emphasis from the beginning of the curriculum on development of personal skills such as leadership, teamwork, taking care of oneself, respect for persons of different cultures, much of which appears to occur within the special small group ensembles, affords the transferability of skills to the workplace.</p> <p>The development of clinical skills in the preclinical stage of the program is largely ensured by the "Becoming a Doctor" course in simulated patients, clinical clerkships reach practical skills development to the level of strengthening. There is a Clinical Skills Center at the university to support the development of practical skills; The development of scientific skills begins from the first year, when the student takes a mandatory course of Academic Writing and total 17 credits of mandatory teaching modules are allocated to it. Students are running research projects and discussing the data with the module/phase supervisors and are developing critical reasoning this way, students often focus on observational research and use quantitative research methods such as SPSS and GraphPad Prism data analysis systems. At the end of the discovery phase, student projects are submitted in the form of a presentation. The most innovative projects after further processing can be published in local or international scientific journals.</p> <p>The University has mechanisms for detecting, preventing, and reacting on plagiarism.</p>
<p><b>Evidences/indicators</b></p> <p>Self-Evaluation report.</p> <p>Program description document.</p> <p>Interviews with students and faculty.</p>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>

## 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

## 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 SER, review of course syllabi, program description, and interviews with students and graduates indicates an overall approach to teaching and learning that is student-centered. Problem-based learning (no details on number of student per group) case-based learning, clinical skills training, laboratory exercises, standardized patient instruction and feedback, simulation with mannequins, bedside teaching contribute to an array of good strategies.

Teaching strategies have been implemented based on the specifics of the course of study: lectures, group work, seminars, discussion/debate, demonstration method, PBL, CBL, bedside teaching, which correspond to the level of education and ensure achievement of program learning outcomes.

The course "Becoming a Doctor" uses one of the most important methods of student-centered teaching- Problem-based learning, which ensures the student's active participation in the learning process. CBL sessions were also introduced in the same course, Training with standardized patients are actively involved in the teaching process during the semester. As a result, conducting structured examinations through a standardized patient has been integrated in the USMD.

A best practice is very evident in how the program conducts the clinical clerkships: Active participation of student - doctor in clinical activities with growth of clinical independence; 2-2 students (Georgian-international) with one patient, for example, in Internal medicine clerkship two students are teamed with the attending doctor and are working according to the plan, elaborated beforehand. The patients are assigned to the individual student, each student should "supervise" certain number of "new" patients and should follow their existing ones. Students use diary handling system (log book) actively, where they record all the carried out by him/her activities. That kind of working is very beneficial for students, as the workplace-based study environment is the same, where they will work as doctors in future.

<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>· Self-Evaluation report.</li> <li>· Review of syllabi.</li> <li>· Student and graduate interviews.</li> <li>· Interviews of faculty about their teaching strategies.</li> <li>· Tour into Clinical Facilities</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <p>Provide detail on the number of hours of each teaching &amp; learning strategy (in classroom) as way to better track the weight of genuine student-centered learning activities. At this review, there is no way to know how many hours are spent in lecture (which is not a student-centered strategy) and each of the others. The curriculum committee can better monitor the program's movement to maximize active, student-centered learning by displaying the respective classroom hours for each strategy, particularly in the preparatory and pre-clinical phases.</p>
<p><b>Best Practices (if applicable):</b></p> <p>The method of conducting clinical clerkships: Active participation of student - doctor in clinical activities with a growing tendency of clinical independence, 2-2 students (Georgian-international) with 1 patient.</p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> 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>

<p><b>2.6. Student Evaluation</b></p>
<p>Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation</p>



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

The program's assessments of student performance adhere to the guidelines promulgated by the Minister of Education and Science and is monitored by the TSMU rules of evaluation. The program uses an assortment of assessments throughout the curriculum, for the most part all of which are objective, including those in the clinical training phase. All syllabi provide a detailed breakdown of the grading processes and rubric for scoring. So critical in physician development is the assessment of professionalism for which the program has crafted methods for tracking its development and any lapses that might occur. There appears to be a balance between a sufficient number of assessments to monitor progress and too few from which students could not tell if they were making progress.

New and contemporary assessment and evaluation approaches are in active use:

OSPE - the Objective Structured Practical Examination in the preclinical modules. The students feedback was positive.

The Objective Structured Clinical Exam (OSCE) exam was implemented with the participation of standardized patients; there were trainings held on the preparation of the OSCE, besides the staff involved in the program; Emory's representative has participated.

The program will pilot in the Internal Medicine Sub-internship the evaluation of students according to the EPA (Entrusted Professional Activities).

### **Evidences/indicators**

- Self-Evaluation report.
- Program description.
- Interviews with faculty, students, graduates.

### **Recommendations:**

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

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

Since the program considers the USMLE to be important for its graduates, add intermediary assessments (NBME's CBSE, CCSE) to provide feedback to students and faculty on progress of students as measured by instruments correlated to USMLE performance.

Use of objective assessments during the clinical phase, including specification of the numbers and types of conditions that students must evaluate.

- Several courses use 'oral' examinations, and though the grade weighting is not great, there is the concern of objectivity in such assessments. We suggest that the program's assessment specialist determine that they are conducted in ways that prevent bias, conflict of interest, or any subjective impressions. The education literature does not support their use except in the most controlled conditions.
- Use of objective assessments during the clinical phase, including specification of the numbers and types of conditions that students must evaluate.
- To improve student assessment conduct the evaluation of students according to the EPA, in case of positive feedback use this method widely in the program.

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

<ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 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	✓			

### 3. Student achievements and individual work with them

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

#### 3.1 Student support services

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

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

The program has devoted considerable planning and attention to this domain. In addition to a thorough orientation program that includes a contract, it makes focused effort on availability of career guidance, personal counseling as needed (psychiatric services if indicated), a range of academic advising activities and extracurricular activities. Of particular interest to applicants and matriculants is the option of attending the Emory medical school for a semester once the USMLE Step One has been passed; there are other international postings also supported for clinical experience or research. The Small Group Coordinator who provides much guidance and support for a group of 25 students is a strong feature of the program.

For students not choosing or selected for the Emory experience, there are other opportunities to participate in international medical experiences, as well as be involved in local or international conferences, research fellowships. Both current students and graduates spoke highly of these opportunities, and the student support services were instrumental in learning about them. In addition to the specific faculty mentor assigned to a group of 25 students, other faculty are required to make up to two hours per week available for advising, academic or career counseling. The program furnished the Panel in the Self-Evaluation Report more details on the many activities of the students.

**Evidences/indicators**

Self-Evaluation Report.

Program description.

Interviews with students and graduates.

**Recommendations:**

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

**Suggestions for programme development:**

Self-Evaluation Report.

Program description.

Interviews with students and graduates.

**Best Practices (if applicable):**

Small Group program, wherein every student is in a group of 24 other students for their time at the program and which has a faculty mentor who provides on-going mentoring, advice, counseling or triage for accessing other services and opportunities.

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

<ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>3.2 Master's and Doctoral Student supervision</b></p>
<p>Master's and Doctoral students have qualified thesis supervisors</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <ul style="list-style-type: none"> <li>○ 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)</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>

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

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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

### 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	✓			

#### 4. Providing teaching resources

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

**4.1 Human Resources**

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

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

The program ensures adherence to Georgia law and TSMU regulations for the recruitment and hiring of personnel and faculty. There appears to be adequate infrastructure support staff who complement both the full-time and invited/visiting faculty.

The Head of program has had considerable experience and background for her role, teaches within the curriculum, and is knowledgeable about all facets. Many of the full-time faculty also instruct within the Georgian program which seems to strengthen the bonds and communication between the two programs. The university's quality assurance office provides QA services to this program and the Georgian program, and the principals of this office are extremely knowledgeable about the program.

The qualifications of personnel are corresponding to the program. The qualifications of the personnel are confirmed by the Certificate / Diploma of the relevant field, and consistent with Sector Benchmarks.

The rights and responsibilities of the academic and invited staff of American MD Program are defined by current legislation and TSMU internal regulations. The selection of academic and scientific staff at the university is carried out by open competition, according to Articles 34 and 35 of the Law of Georgia "on Higher Education", and "The rule of conducting the competition for the academic and scientific position at Tbilisi State Medical University and the Regulation of the Competition Commission", approved by the TSMU Representative Council Resolution # 23/6 of April 27, 2015, in which the documents to be submitted for the competition and the rule of conducting the competition are stated. Also, included are the "Methodology for determining the number of academic, scientific and invited staff according to the programs of Tbilisi State Medical University", "Rule of affiliation of the academic staff of Tbilisi State Medical University", "Workload of the academic staff implementing educational and research activities of Tbilisi State Medical University".

The number of and workload expectations for implementing the program staff ensures conduct of the learning processes, defined by the educational program, as well as conducting the scientific-research activities, and proper execution of other designated duties. For this program's implementation the following are involved: 22 affiliated Professors, 33 affiliated Associate Professors, 12 affiliated Assistant Professors, and 109 invited lecturers. The number of academic / invited staff is adequate to the number of students - 109/377.

Providing continuous professional development for the faculty is one of the priorities of the university and program management. For this purpose, up to 35 academic and administrative staff have visited Emory Medical School since 2012 (since the formation of the idea of the program to the present). The principal consultant of the program is Prof. Gordon Churchward from Emory University.

At interviews, invited staff, who do much clinical teaching, shared their backgrounds, teaching experience, and scholarship endeavors; this group was both invested in good teaching of the students and pursuit of knowledge. Students and graduates report good accessibility to support personnel.

A major strength of the program is the relationship with Emory University which continues to provide contemporary medical education approaches through its faculty-sharing/visiting program, student exchange, and regular consultation.

**Evidences/indicators**

- Self-Evaluation report.
- Program description document.
- The job description of the head of academic program.
- Workload of the academic staff implementing educational and research activities of Tbilisi State Medical University.
- The Rule of conducting the competition for holding the academic and scientific position at Tbilisi State Medical University and the Regulation of the Competition Commission.
- The Rule of Tbilisi State Medical University for the academic staff affiliation.
- The Rule of Tbilisi State Medical University for determining student cohort.
- The Rule of Tbilisi State Medical University for selection of auxiliary staff .
- The Rule of the staff assessment.
- Positional instructions for administrative and auxiliary staff
- The Rule for evaluation of scientific-research activities productivity of the academic and scientific personnel;
- The academic staff assessment survey
- Interviews with Head of Program, other leadership, students, faculty, staff, students, graduates, employers.

**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):**

- 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**

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

**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

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

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

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

The University Quality Assurance Service provides systematic and regular evaluation of programming and services of the program, and furnishes this information to the appropriate leadership. This information is also used to plan professional development for faculty and staff. The University supports the scientific work and professional development of its faculty, including support for international meetings. Numerous workshops and other training opportunities are provided for program faculty and invited as well, usually through the University's Teachers Training Center. The Self-Evaluation report indicates that over the past five years, academic staff have participated in over 300 international conferences, seminars, and classes. Many, over the years, have participated in further development at Emory. Survey information from faculty and staff and interviews with them confirm the existence of strong support for their academic endeavors as well as many opportunities to grow their professional training for medical education. Faculty and invited staff are involved with international colleagues on projects of mutual interest.

Both the administration and the student evaluate the academic and invited staff at TSMU. Appropriate questionnaires are developed by the University Quality Assurance Service and the academic departments to evaluate the course and the faculty. During and at the end of each course/module the student anonymously completes a questionnaire for evaluation, the data of which is analyzed by the module coordinator/head of the program together with the program director/dean and Head of the Quality Assurance Service.

The University takes care of the professional development of academic, scientific and invited staff and promotes their scientific/research activities. Program faculty actively participate in local and international conferences and publish their works in the international journals. The support of Emory University in the professional development of the academic and administrative staff is significant: from 2012 to the present, 30 academic and invited staff of the program and up to 10 administrative staff have undergone various terms of training at Emory University.

All the directors of the core clerkships of the program (often - together with faculty) have visited the Emory School of Medicine for direct observation on the characteristics of clinical teaching, meet with their colleagues, receive the necessary consultation and take into consideration their experience in the planning of clerkships in Georgia. The support of Emory University is especially remarkable in planning the "Becoming a Doctor" course –planned and implemented with the direct participation of our American colleagues. In 2018-2020, 6 faculty of this course visited Emory University and got acquainted with the planning-implementation process of the American "Becoming a Doctor". The planned visit of 3 teachers was postponed due to the pandemic.

#### **Evidences/indicators**

Self-report evaluation.

Program description.

Interviews with Head of Program, faculty, leadership of Quality Assurance.

- The documentation certifying international collaboration (international research, publications, international mobility rate, exchange and/or joint programs, bilateral agreements, memorandums, etc.)
- Events for professional development of academic, scientific and invited staff (training, scientific missions, qualification courses, conferences, exchange programs, local and/or international projects, which serve to the professional or teaching ability development)
- The Assessment Rule of faculty of TSMU



<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>4.3 Material Resources</b></p>
<p>Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The Self-Evaluation report identifies the many facilities available to the program for research, teaching, clinical care. The Accreditation team visited selected facilities, including laboratories, which were considered adequate and safe. The simulation center, clinical skills training, classrooms, and clinical care sites were toured and found to be adequate for the number of students and staff and with appropriate equipment as needed. IT support for communication and instruction appears more than adequate.</p> <p>Physical resources owned or possessed by TSMU are used in the implementation of educational programs to achieve their goals and learning outcomes. The University has established a safe working environment for students and the faculty. The buildings are equipped with theoretical training classrooms, administrative premises, areas for group work, the library, laboratories relevant to the specifics of the field, study rooms, rooms and halls with equipment for the acquisition of clinical skills, archives, spaces for diagnostics, surgeries, wards. The University Examination Center is fully equipped with computers, air conditioning-heating-ventilation</p>

system. The study rooms of American MD program "Becoming a Doctor" course are equipped with the necessary tools for communication with and examination of the patient (multifunctional diagnostic kits), as well as a video surveillance system, which is actively used in teaching clinical skills and conducting Objective Structured Clinical Examination. The Accreditation Review team visited many of the facilities referenced in the Self-Evaluation Report: library, hospitals, clinics, laboratories for teaching, classrooms, administrative offices, student spaces. These were the highlights:

- Third, and Fifth Training Buildings of TSMU;
- The First University Clinic of TSMU;
- TSMU Rehabilitation Centre;
- Givi Zhvania Pediatric Academic Clinic of TSMU;
- TSMU and Ingorokva High Medical Technologies Center University Clinic, Ltd;

The University has the necessary technical and physical resources for the implementation of the program, including well-equipped teaching auditoriums equipped with the latest information technologies and equipment. TSMU has a "Clinical Skills and Simulations Center" - a modern, high standard center, equipped with computerized and high-reliability simulators and e-learning programs.

The library of Tbilisi State Medical University is focused on informational support and provision of teaching and research activities of university professors, researchers, students and residents. The library environment, resources, services and vision for their development contribute to the efficient implementation of teaching and research activities. The library activities are regulated by the Library Provision. In the 2016-2020 academic years, GEL 241,000 worth of literature was purchased for the American MD Program, including the latest GEL 169,650 worth of textbooks purchased in 2020.

#### Evidences/indicators

- Affiliated and contracted clinics with TSMU;
- The document certifying possession of the infrastructure, technical equipment
- Results of students and faculty surveys at TSMU concerning material resources;
- Documents certifying possession of movable property/inventory materials;
- TSMU training area;
- The Library Website: <http://new.tsmu.edu/library/>;
- The provision of the TSMU library; Documentation confirming the involvement in the international electronic library network;
- Results of students' survey on the existing environment, resources and services in the library;
- Literature purchased in 2016-2020.
- On site visit of accreditation experts.

#### 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):

- 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

<ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>4.4 Programme/faculty/school budget and programme financial sustainability</b></p>
<p>The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The allocation of financial resources stipulated in program/faculty/school budget is economically feasible and corresponds to program needs.</p> <p>The university budget is diversified and consists of both its revenues and funds allocated from the state budget. Own sources of income are as follows:</p> <ol style="list-style-type: none"> <li>1. Income received from the tuition fees;</li> <li>2. . Income from the scientific research grants;</li> <li>3. Own income allowed by the law.</li> <li>4. Scientific activities.</li> <li>5. Medical activities</li> <li>6. Other economic activities</li> </ol> <p>The funds received as a result of the educational activities are used to cover the expenses required for the implementation of the program. The program revenues are growing: The budget for 2019 considered - GEL 7,081,900, for 2020 – GEL 7,276,000, for 2021 - GEL 10,759,000.</p> <p>The program budget includes all the expenses required for its running, including: Remuneration for labor in 2021 - GEL195,600, goods and services - GEL3,701,900 (including remuneration of persons employed under employment contracts - GEL1,600,000), increase in non-financial assets - GEL5,600.</p> <p>The allocation of financial resources provided by the program budget is economically achievable and meets the needs of the program. There is no support for the program budget from HEI as there is no need for this because the program revenues are fully in line with the program requirements. The largest share in the revenues of the 2021 budget - 63.3% comes from educational activities, income from medical activities is- 31.1%, from scientific activities -2.5%, from scientific grants -0.4%, from economic and other activities- 2,7%.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>● Sources of funding: - own revenues, allocations from the state budget, grants;</li> <li>● 2021 Budget of the American MD Program;</li> <li>● The 2021 budget of the TSMU.</li> </ul>
<p><b>Recommendations:</b></p>

<ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 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	✓			

### 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**

Planning, development, and improvement of the program are conducted within the auspices of TSMU in a defined step-by-step process guided by the TSU Quality Assurance Policy. This assures the participation of stakeholders (staff, faculty, students, alumni, employers) in all aspects including monitoring of outcomes – which includes scientific productivity of the faculty, student academic success, employment of graduates. A number of examples were given to demonstrate the use of QA data to make decisions for program improvement. Interviews with teaching faculty and students affirms the active status they maintain in contributing to the growth and improvement of the program. The Head of program was fully conversant with the parameters of the quality processes and the current, pressing challenges.

Quality development is conducted with the PDCA cycle. The policy of quality development (approved by Academic Council) includes the rules of: program elaboration, approval, amendment and cancellation; there are evaluation rules for staff activities (including scientific-research) and their productivity. In addition, the improvement of the monitoring of academic achievement of students, alumni employment, attitude of employees, and labor market research instruments are incorporated in the plan.

The Quality Assurance Service is using internal and external evaluation mechanisms, and the Department is accountable to the academic board. It uses different mechanisms for internal quality assurance, such as: student surveys, monitoring of study process and exam materials, exams, academic performance analysis, evaluation of academic and invited staff activities, scientific research activities, etc. The Accreditation team, based on document review and interviews, that the Service conducts feedback from the full-range of stake holders within and outside the institution to assure continuous quality enhancement of the educational program. During interviews with students and faculty, we reviewed examples of the impact of the Quality Assurance Service having identified areas of weakness which led to changes, i.e., biostatistics-epidemiology module moved later in the sequencing (from 3<sup>rd</sup> to 5<sup>th</sup> semester) where it was more applicable to use; introduction of PBL as a learning strategy with less reliance on lecture. The Self-Evaluation Report document was prepared by a diverse group of stakeholders and its accuracy to what the Accreditation Committee found on the site visit and document review were in congruence.

**Evidences/indicators**

Self-Evaluation report.  
Interviews with leadership, students, faculty, graduates, employers.  
Review of academic outcomes data on current students, graduates; review of admissions requirements and result of matriculants' performance.  
"Provision of the Quality Assurance Service of the Legal Entity of Public Law - Tbilisi State Medical University" approved by the Resolution of the TSMU Representative Council №23/3 of March 9, 2010.  
TSMU Quality Assurance Service surveys.

**Recommendations:**

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

**Suggestions for programme development:**

<ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>5.2 External quality</b></p>
<p>Programme utilizes the results of external quality assurance on a regular basis</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>An external evaluation mechanism is being used by TSMU. According to the "Provision of Accreditation of the Educational Programs of Educational Institutions" and "Authorization Provision of the Educational Institutions" Self-Evaluation Report for the Accreditation and for the authorization are being submitted to LEPL - National Center for Educational Quality Enhancement.</p> <p>During the document analysis, it was emphasized that the University permanently has external evaluation, which was approved during the interview. "Senior Consultant Review of the American MD (USMD) Program" (December 2, 2019) written by the American Professor of Microbiology &amp; Immunology Assistant Dean of Medical Education &amp; Student Affairs describes all strength and improvement part of the USMD program. As we analyzed all recommendations</p>

from external evaluation recommendations are used for program improvement and development.

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#### **Evidences/indicators**

Self-Evaluation Report

Interviews with Program Head and Quality Assurance Department leads.

"The Rule for the development, approval, amendment and annulment of an educational program" approved by the resolution # 24/2 of 29 December 2017 by TSMU Academic Council.

"The Statute of Quality Assurance Service of Tbilisi State Medical University - Legal Entity of Public Law" approved by resolution No 23/3 of the TSMU Representative Council, March 9, 2010

#### **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):**

- 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**

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

#### **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

### 5.3. 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**

As described above under 5.1, the program conducts a continuous and systematic review of its outcomes as well as feedback and other sources of information from staff, faculty, students, and employers. The contract with Emory University adds an additional dimension of review and consultation for improvement. The Accreditation Committee interviewed three of the principals representing the Emory University program to confirm the level of involvement that this relationship provides, which is quite rich: review and upgrades of the curriculum, teaching and assessment strategies, clinical training including bedside evaluation of clinical performance, use of the simulation center and standardized patients. The Quality Assurance Service provides the ongoing monitoring of the learning outcomes as well as the effects of changes to the curriculum.

In the scope of visit it was emphasized that staff from EMORY University is involved in this program, they involved and supported program development in each component;

Professor Gordon mentioned that he and his colleagues have regular meetings with Georgian colleagues and they together evaluate program on a regular basis: curricula, studying components, learning outcomes, etc.

During the interview, students mentioned that at the end of every course they are able to evaluate the course by completing the course evaluation form and they participated in different surveys. Academic and invited staff highlighted that the course evaluation results are used by them for improving the course. Some areas of practice have been amended in response to student opinions, for example, changes in timetables, replacement of courses, update of teaching materials and literature.

Quality Assurance Service monitors the educational process, which includes attending classes, evaluating teaching and examination materials, monitoring exams and analyzing the results.

#### **Evidences/indicators**

Self-Evaluation Report document

Interviews with representatives from the Emory program, Quality Assurance Service leadership, students, faculty.

"The Rule for the development, approval, amending and terminating of an educational program" approved by the TSMU Academic Council, resolution # 24/2 of 29 December 2017.

TSMU Quality Assurance Service surveys and reports.

"The Provision of Quality Assurance Service of Legal Entity of Public Law - Tbilisi State Medical University", approved by TSMU Representative Council resolution No 23/3 of March 9, 2010.



<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Non-binding suggestions for programme development</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 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	✓			

Enclosed Documentation (If Applicable)

HEI's Name: LEPL Tbilisi State Medical University

Higher Education Programme Name, Level of Education: American Medical Doctor Programme

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. Educational programme objectives, learning outcomes and their compliance with the programme	✓			
2. Teaching methodology and organization, adequate evaluation of programme mastering	✓			
3. Student achievements and individual work with them	✓			
4. Providing teaching resources	✓			
5. Teaching quality enhancement opportunities	✓			

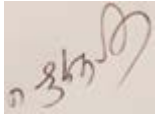
Expert Panel Chair's

Dean Parmelee

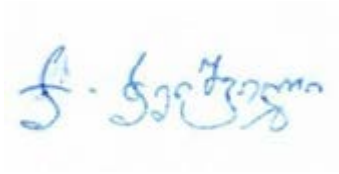


Expert Panel Members'

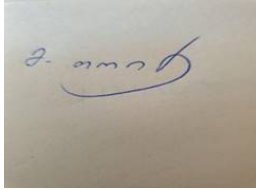
Irine Pkhakadze



**Jilda Cheishvili**



**Marine Toidze**



**Elene Khurtsidze**

