განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report on Higher Education Programme

Medical Doctor One-Cycle Educational Programme

European University Ltd.

Date(s) of Evaluation:

March 29-30, 2021

Report Submission Date:

May 3, 2021

Tbilisi

Name of Institution Indicating its Organizational Legal Form	European University A legal entity of private law
HEI's Identification Code	201954956
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	Medical Doctor
Level of Education	One-cycle educational programme – 7th level
Qualification Granted[2]	Medical Doctor (MD)
Detailed field and Code	0912 Medicine
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	Georgian
Number of ECTS Credits	360 ECTS credits
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	New

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[1] 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.

[2] 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.

Chair (Name, Surname, University/organization/Country)	Margus Viigimaa, Tallinn University of Technology, Estonia
Member (Name, Surname, University/organization/Country)	Ketevan Kankava, Tbilisi State Medical University, Georgia
Member (Name, Surname, University/organization/Country)	Eka Abzhandadze, David Tvildiani Medical Univeristy, Georgia
Member (Name, Surname, University/organization/Country)	Lana Bokuchava, New Vision University, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**

The education programme is one-cycle Medical Doctor programme MD. The programme has vertical and horizontal integration of basic and clinical subjects.

The qualification of a one-cycle Medical Doctor programme MD is a medical doctor (MD). The program is based on the European Credit Transfer System (ECTS), the duration of the program is 6 academic years or 12 semesters and covers 360 credits (1 credit includes 30 hours).

The relevant level in accordance with the National Qualifications Framework is Level 7. Language of instruction is Georgian.

Detailed field and code on the programme is 0912 Medicine. Place of implementation of the programme is Sarajishvili str. №17, Tbilisi 0189, Georgia. The institution is European University which is a Teaching University. The Programme status is new.

The one-cycle Medical Doctor programme considers and meets the requirements and recommendations set by the national sectoral benchmarks of higher education in medicine.

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

Accreditation Online/Site Visit at the LLC European University was done on March 29-30, 2021. Site visit was well organised and performed. The accreditation panel members were conducting interview sessions with following groups: University Administration, Self-Evaluation Team, heads of the Program, Academic Staff, Invited Staff, practice tutors/supervisors, Employer representatives, Students, Graduates (Associated programs) and Quality Assurance department.

All the panel members were asking multiple questions. Answers on the interviews were mostly clear and satisfactory.

On March 30 the online video footage was delivered in live from Hospitals/Clinical Practice Centers. Local experts were present at the European University. University Campus, and Clinics/Hospitals were visited.

The infrastructure of the European University and Clinics/Hospitals is excellent.

Presentation of initial findings was done at the end of the site visit by the Chair of the Panel Margus Viigimaa.

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

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

- **Summary of Recommendations**

  1. To make European University MD programme (as it is one among many previous ones in Georgia) as the programme contributing for the development of society.
  2. Please make the following correction: according to SER for students transferring to European University competence of Georgian language at B2 level is required, but the program description mentions requirement of English language competence at B2 level.
  3. Ensure that data provided on the web-page is not misleading for current and future students.
  4. Ensure that students and staff involved in teaching understand the program with all of its details, especially learning outcomes and competencies.
  5. Ensure that all teaching material, including handouts for all courses is in place before admitting students to the program.
  6. Ensure the development of research/scientific skills for students promoting and supporting the research activities and active development of the Medical Research Institute.
  7. Formalize the details of students' practical work (for example, what time should they spend in patient wards, how many and what type of patients should they see or investigate during the course) in syllabi.
  8. Ensure that all students receive enough practical engagements, including patient interaction to be fit for purpose as they graduate.
  9. Ensure that students' practical skills are assessed in the clinical settings in addition to simulation center.

10. Ensure proper assessment of students' research skills.

11. Prepare a strong case-base for OSCE and OSPE exams to ensure coping with a large number of practical exams planned in the program.

12. Ensure that students regularly receive feedback on their performance.

- **Summary of Suggestions**

1. Make sure the requirements for transferring students are uniformly described in all relevant documents.
2. Better involve graduates and employers of university graduates in analyses of programme.
3. Involve employers of graduates in analyses of employer market.
4. To involve students in SER production.
5. Organize the educational process in a way to make sure the Covid restrictions do not influence accessibility to variable learning methods and achievement of learning outcomes by the students.
6. To work out best selection methods for selection of students in international exchange programs to avoid any pre-selection.
7. Students are not fully aware what will happen after they graduate based on the interviews with students. We suggest that European University could inform students more about career and further job opportunities.
8. To intensify further training of Academic and Invited staff in modern teaching and assessment methods in the Centre for Innovative Teaching Methods.
9. Please ensure that the staff questionnaire will not contain confusing questions.
10. To ensure further research activities, number of high-level publications and citations of academic, scientific and invited staff.

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

In order to provide independent team work for the students of the University, a special space (Team Workspace) is allocated in the University.

Simulation centre and Virtual reality centre are on the very high level. This is very important in Covid-19 pandenic as it ensures high-quality teaching process.

- **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 aim of the programme is to train a medical specialist relevant to modern standards, who has acquired the theoretical knowledge and practical skills required for professional activities, uses the principles of evidence-based medicine in practice, uses research, ethical and communication skills, shares ethical norms and principles and is being developed professionally in an ever-changing environment. The goals of the one-cycle Medical Doctor programme (MD) are clear and well presented. They are in line with the mission of the European University. European University is offering student-oriented higher education, preparing competitive professional for the local and international employment market and promoting self-realization and creative activities of local and international students and academic personnel. It is of utmost importance that market requirements are considered by the goals of the educational program. This has been ensured by the involvement of employers in the development of the program and considering their assessments, requirements and recommendations. Analysis of Employer Survey Outcomes and Report is provided. As a result of amendments based on the assessment of the educational programs made by employers and their requirements and recommendations, the program has become suitable for the requirements of the labor market. European University has used experience from English MD program when developing the Georgian MD program. The goals of the Medical Doctor program MD are public and available on the European University website (https://eu.edu.ge).

Evidences/indicators
- Medical Doctor programme and it's the appendixes of the program   - The Mission of European University   - Analysis of Employer Survey Outcomes and Report on their use   - Minutes of Medical Doctor programme MD Committee meetings   - European University website (https://eu.edu.ge)   - Interview results
Recommendations: To make European University MD programme (as it is one among many previous ones in Georgia) as the programme contributing for the development of society.
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress   o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation   o Please mark the checkbox which mostly describes your position related to the programmes

□ Complies with requirements

X 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

Descriptive summary and analysis of compliance with standard requirements

The learning outcomes provided by the one-cycle Medical Doctor program describe what knowledge and skills will be developed by the graduate. Learning outcomes of the educational program are clearly defined. This includes field knowledge, provide consultation to the patient, clinical case assessment, emergency medical assistance, drug prescription, conducting practical procedures, effective medical communication, applying ethical and legal principles in medical practice, assessment of the psychological and social aspects related to the patient's illness, use the principles, skills, and knowledge of evidence-based medicine, use of the latest information and information technologies in the medical context, applying the principles, methods and knowledge of scientific activities to medical practice and research, implementation of health promotion measures, engagement in public health care issues and professionalism. All the learning outcomes are presented in the detailed and comprehensive way.

Programme learning outcomes are consistent with the appropriate level of education according to the National Qualifications Framework (NQF) and with the qualification to be awarded and are based on the sector benchmarks developed based on the NQF

Programme learning outcomes enable graduates to continue their education on the next level of education.

Learning outcomes provided by the MD programme are relevant to program goals, so there is a compliance between program objectives and learning outcomes.

Programme academic and invited staff are familiar with learning outcomes assessment methods.

The curriculum is developed in accordance with the program objectives and learning outcomes.

Programme staff ensure that all the stakeholders of the programme are familiar with programme learning outcomes.

Programme has a defined mechanism for assessing learning outcomes. Programme learning outcomes are assessed consistently and transparently on a regular basis.

The special learning outcomes map has been developed within the educational program which learning course provides the specific learning outcome of the programme.

The learning outcomes of the Medical Doctor programme are achievable, measurable and realistic.

Evidences/indicators

- One-cycle Medical Doctor programme MD and the appendixes of the programme

- Methodology for assessment of the programme learning outcomes

- Analysis of the employer survey results, report on the use of the results

- Analysis of the students and alumni survey results of the one-cycle Medical Doctor programme MD

- Analysis of the academic and invited staff survey results

- Analysis of the academic performance of the students of the one-cycle English language Medical Doctor program MD, report on the use of the analysis results

- The one-cycle Medical Doctor MD programme committee meetings

- Interview results

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

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

Evaluation

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

Program admission preconditions are clear, fair, and consistent with legislation and ensure admission of students with relevant knowledge to cover the programme. Programme admission preconditions are logically linked to program content, learning outcomes and the qualification to be awarded. According to SER for students transferring to European University competence of Georgian language at B2 level is required, but the program description mentions requirement of English language competence at B2 level. This might be a technical error, but can be quite misleading. Methodology of assessment of language competence is described in detail in appropriate document.

The Georgian language medical programme is listed on the web-page as an available program for application in 2021 (https://www.eu.edu.ge/ge/how-apply). This might be misleading for the applicants. To ensure there's no confusion, this information published on the web-page should definitely have a note, that accreditation procedures haven't been finalized yet.

Evidences/indicators

- SER

- Medical Doctor Program MD

- Website (accessed on 08.04.2021)

- Rule for Determining the Student's Language Competence of European university (accessed online on 09.04.2021)

- Interview results

Recommendations:

Please make the following correction: according to SER for students transferring to European University competence of Georgian language at B2 level is required, but the program description mentions requirement of English language competence at B2 level.

Ensure that data provided on the web-page is not misleading for current and future students.

Suggestions for programme development:

Make sure the requirements for transferring students are uniformly described in all relevant documents.

Best Practices (if applicable):

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

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

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

Evaluation

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

The process of designing the programme was conducted in accordance with the HEI's methodology for planning and development of educational programme.

Various stakeholders, including staff, students, graduates and employers have been involved to some extent in designing the programme. Mainly it was through survey analyses and incorporating these data into the programme content.

It needs to be noted that most of employers, to whom the questionnaires were sent are representatives of clinical institutions, which also serve as teaching bases for the university and they might have been somewhat biased about evaluation. In addition evidence of the employers of the university's graduates being involved in programme design could not be provided. Current and new programs would benefit from the input of the real employers of HEI's graduates.

Market study for this particular programme provides descriptive statistics and less analytic approach. SER mentions demand from employer's side which is not supported by the survey results. In the questionnaire there was just one question regarding the medical specialist currently in high demand. Employer representatives highlighted emergency medicine specialists and nurses in this category, but the new program is not aimed at preparation of either of these medical professionals. In addition, the high demand on a new programme is not supported by objective numerical data provided in Market Study document. It shows that applications for MD Programs (in total in Georgia) have been reduced during the last year (2019 - 9194 applications, 2020 - 7281 applications). The same declining trend is shown in job placements offered per year (2018 - 636 job offers, 2019 - 230 job offers). At the same time official statistics show increase in number of medical professionals by 1000 within this period. Despite all these data university still concludes there is increased demand on medical programs.

As for the involvement of students, it's based on student survey analyses alone and in fact there have been no student involved in program or SER working group. The survey analyses describes, that new program was sent to the students and they had to evaluate several components and provide suggestions. Students themselves (interview results) are satisfied and state that their voice is always heard at the university in terms of adjustment of educational programs.

Graduates confirm, that university sends them some questionnaires, but they usually have no time to respond. The survey analyses shows that there were only 3 responses to the questionnaire. Most of graduates are unaware of the new program being initiated and haven't contributed to it.

An external expert has been invited to assess the programme and has provided a thorough report, recommendations from which have been taken into account.The new program has been analyzed in comparison with 5 other medical programs (3 of which are programs of Georgian HEIs), good practices of other programs have been highlighted and some of them have been taken into account.

The programme includes compulsory and optional credits in Major and free components:

Major components with a total of 334 credits, including:

- Compulsory components - 324 credits;
- Optional learning courses - 10 credits;
- A compulsory free component -16 credits
- An optional free component - 10 credits

The program is structured in 4 phases (blocks):

- Structure and Functions of the Human Body (I-II Course)
- Health and Illness Mechanisms (Course III)
- Basic Clinical Phase (Course IV-V)
- Final stage of the clinical phase (VI course)

The structure of the program addresses the medicine sector benchmarks. Horizontal integration has been done combining the courses from same level. At the same time there are some elements of a spiral curriculum (foe example, Radiology is taught as a part of basic sciences and also later together with clinical courses).

The names of the courses sound fine, but the integration of the content is not proper (for example, histology of blood cells and medical chemistry of kidney metabolism are taught during the same week). It seems more like a mechanichal summation of courses, rather than integration.

Program includes PBL/CBL approaches. 32 ECTS are allocated to clinical skills and 10 ECTS - to scientific skills.

The content, volume and complexity of the programme corresponds to the learning outcomes and qualification to be granted. The components of the program are logically bound and sequential. Elective courses are available in semesters 2 and 4, their number doesn't increase on last years of study.

Requirement of knowledge of English for Georgian program students has been added as a precondition for the courses starting from the 7th semester - this enables usage of English books as core study literature.

The program is structured in accordance with Georgian Legislation and European Credits Transfer System. The details of current active programs are easily accessible through website. Teaching and scientific-research components of the programme (including each individual course) are sequential and logically structured. Admission preconditions to the next component are adequate. Program content takes new research findings and

modern scientific achievements into consideration, but integrating university's own research results into the program is not highlighted neither in the program, nor in other provided documents, nor could it be described during the interviews.

Evidences/indicators

- SER
- Procedures for Planning, Designing, Approving, Developing, Modifying and Abolishing Educational Programs Applicable at the European University;
- Medical Doctor programme MD and the appendixes of the program;
- Syllabi;
- Survey results (students, graduates, staff, employers), analyses of these results;
- Market analysis;
- Interview results.

Recommendations:
Proposal(s), which should be considered by the institution to comply with requirements of the standards
Ensure that all integrated courses follow the concept of logical construction and proper integration.

Suggestions for programme development:
• Better involve graduates and employers of university graduates in analyses of programme.
• Involve employers of graduates in analyses of employer market.

Best Practices (if applicable):

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

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

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

The number of contact hours and teaching and learning methods (lecture, seminar, lab, etc.) in courses correspond to the content and learning outcomes of the course. Student learning outcomes of each course are in line with program learning outcomes and the contribution of each course into achievement of learning outcomes is described in detail in learning outcome map, according to which each course contributes to learning outcomes on the level of Introduction, Practice and/or Mastering. This document is clear and provides an easy and effective understanding of how the program-developers see the workflow. All learning outcomes of the courses are measurable using the methods described in syllabi. Credit allocation system as well as ratio between contact and independent hours is logical, corresponds to the characteristics of each course. Expert's questions about this map have been addressed thoroughly by the programme heads revealing that the decisions about each of these components of the programme planning was made based on deep analyses and discussion.

The majority of staff members involved in teaching seem not to be familiar with the learning outcome of the programme and the ways, their courses contribute to these outcomes (based on interview results), although 30 teaching staff members have participated in a survey, where they were asked to evaluate the learning outcomes and most of them provided positive feedback. At the same time staff describes the credit point allocation process in details, confirming that there have been discussions during working on integrated program.

The curriculum and syllabi cover the content envisaged in the Medicine Sector Benchmark and WFME Global Standards for Quality Improvement in Basic Medical Education. As mentioned in the descriptive part of Standard 2.2, the relationship of the disciplines within the couse needs to be further developed.

Students of the English MD program and graduates are also unaware of the learning outcomes of the courses and whole program. They state that they can work at emergency department after graduation, but the exact competencies that they are expected to have are largely not known and not shared by

them. It has to be noted that awareness about learning outcomes was one on the questions in a student survey and 68% responded that they know programme goals, learning outcomes and study plan and almost 22% responded that they partially know all this. The interview results could not confirm it. Most of the students fail to describe the learning outcomes of their program and courses.

The assessment methods allow all learning outcomes to be measured. Direct and indirect methods of learning outcome evaluation are described in appropriate documents. This process is organized and supervised by the QA office.

Compulsory literature listed in the syllabi is up-to-date, based on core achievements in the field, corresponds to the syllabus contents and learning outcomes of the course. The core literature for Clinical skills subjects are handouts, which could not be provided on request.

Evidences/indicators

- SER

- Medical Doctor programme MD and the appendixes of the programme;

- Syllabi;

- Methodology for learning outcome assessment;

- Survey results (students, graduates, staff, employers), analyses of these results;

- Interview results.

Recommendations:
- Ensure that students and staff involved in teaching understand the program with all of its details, especially learning outcomes and competencies.   - Ensure that all teaching material, including handouts for all courses is in place before admitting students to the program.
Suggestions for programme development: To involve students in SER production.
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard ☐ Complies with requirements X Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills
Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements

University has a well equipped clinical simulation center, different labs that can provide students with necessary skills in both clinical and research directions. The statute of medical faculty describes a unit - Medical Research Institute, functions of which are to conduct and promote research, find financing opportunities and grants, support scientific events and issue a journal. The evidence of their activities is not clear and visible. Despite a separate request they neither could provide the evidence of student scientific activities (papers published or evidence of participation in scientific events) be provided. Students were not seen to be involved in research activities during the visit to the institution, this could be explained by Covid restrictions. Students state that they are offered support in writing research papers, one of which has been published in Canadian journal (evidence was not provided).

In 2019 university organized a student conference, announcement can be found on web-page: https://eu.edu.ge/ge/news/1141-evropis-universitetma-sastumro-kompleks-bazaletshi-mekhute-studenturi-saertashoriso.

To promote scientific activities university has developed a grant system for funding research. The rule provides better assessment and better chance for being approved to the projects with student involvement.

The programme structure provides students with knowledge about basic academic principles, skills in research. Plagiarism prevention and detection is addressed in a specific document and facilitated by the program Turnitin purchased by university. Training have been offered to staff and students (in 2019).

Practice component in clinical bases is regulated by agreements/memoranda that clearly state the number of students that can be allocated in given facility at a time and during the year as well as duration of practice. In the framework of a practice component, a student is supervised by a qualified person in the field who evaluates student's activity. The number of hours spent practicing the skills in clinical setting is not provided in memoranda and neither in syllabi. The number of courses with practical component increases over the years of study, but exact load of practical activities in each course is not determined by syllabi. Neither is the minimum number and type of patients to be seen per course determined.

Evidences/indicators

- SER

- Medical Doctor programme MD and the appendixes of the programme;

- Syllabi;

- Relevant agreements/memoranda with economic agents and practical training facilities;

- Statue of the Faculty of Medicine (accessed online on 09.04.2021);

- Research Funding Rule of European University (accessed online on 10.04.2021);

- The Procedures and Mechanisms for Detecting, Preventing, and Responding to Plagiarism (accessed online on 10.04.2021);

- Web-page;

- Interview results.

Recommendations:

Ensure the development of research/scientific skills for students promoting and supporting the research activities and active development of the Medical Research Institute.

Formalize the details of students' practical work (for example, what time should they spend in patient wards, how many and what type of patients should they see or investigate during the course) in syllabi.

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

2.5 Teaching and learning methods
Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.
Descriptive summary and analysis of compliance with standard requirements Teaching and learning methods of each course are diverse and correspond to the course content and learning outcomes. They reflect the methodology listed in the sector benchmarks. Demonstration, videos, PBL, CBL, group works, presentations, debates, training using simulators, lab work, bed-side teaching, role play, case discussions are described in syllabi and they are appropriate for courses. University has purchased the "Body interact" system, which facilitates the acquisition of clinical reasoning and judgment skills dealing with different scenarios. Staff involved in teaching process is familiar with these methods. Students name some of the learning methods, described in syllabi, but it

seems like the syllabi are not always thoroughly followed as students also state that they are given a possibility to choose what kind of (oral or written) exam they want to have. Student satisfaction survey shows some negative comments on the quality of teaching and individual staff members adjusting the syllabus plan according to their own views, which is not addressed in the document analyzing student surveys.

For practical sessions and clinical rounds students are split in 10-12 person groups. Students confirm that they have good opportunities for practice, but still the lack of practical component is the most common comment in the survey (which is interpreted by HEI as a result of Covid restrictions (Analyses of student surveys). During the interactions with patients these groups are further subdivided in groups of 4-5 people, who mainly observe clinical activities. The reason for this, based on interview results, is that not many patients agree to be investigated by students.

Evidences/indicators

- SER
- Medical Doctor programme MD and the appendixes of the programme;
- Syllabi;
- Survey results (students, graduates, staff, employers), analyses of these results;
- Interview results;
- University facilities (site visit).

Recommendations:

Ensure that all students receive enough practical engagements, including patient interaction to be fit for purpose as they graduate.

Suggestions for programme development:
Organize the educational process in a way to make sure the Covid restrictions do not influence accessibility to variable learning methods and achievement of learning outcomes by the students.

Best Practices (if applicable):
Practices which are characteristically effective and which can become benchmark or model...

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

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

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

Descriptive summary and analysis of compliance with standard requirements
Student evaluation procedures are described to be fair and translucent. Students describe the process to run smoothly, although some negative comments are found in the surveys results. Evaluation components and methods are fair, published and known to students in advance.
Evaluation components and methods are diverse, with intensive usage of OSPE and OSCE exams, they are appropriately selected for each course and its learning outcomes. At the moment there are no case-banks for these practical examinations and the cases are developed and updated for each and every exam, but HEI plans to develop a Q-bank. In new Georgian programme many courses (almost all of clinical courses) are evaluated using OSCE, which might be difficult in terms of logistics. That's why

proper preparation would be essential.

Staff involved in teaching is familiar with evaluation methods and they are offered regular training from university. As revealed from interviews, students need to be proactive to request feedback, as providing feedback on evaluation is not a standard approach in every case. As described by the staff involved in evaluation, they track evaluation results and modify the methods and content accordingly.

In clinical rounds students' practical skills can usually not be demonstrated involving patients and as a result most of the assessment even in clinical settings still relies on case discussion and oral question-answer format. In the syllabi of clinical courses at 5th and 6th years of study the practical skills are evaluated based on OSCE examinations and performance during the ward visits is not taken into account.

Evaluation of research skills (syllabi of Scientific Reasoning) is based on quiz, assay, presentation and short answer questions. Practical application of research skills can - to some extent but not fully - be measured with essay and presentation.

The formal appeal procedure is described in the Rule of Learning Process Regulation which is available online.

In student satisfaction survey results several students state, that international exchange programs are for pre-selected students and are not fair.

Evidences/indicators

- Medical Doctor programme MD and the appendixes of the programme;
- Syllabi;
- Survey results (students, graduates, staff, employers), analyses of these results;
- Mechanism of Learning Outcome Assessment;
- Analysis of student academic achievements;
- Rule of Learning Process Regulation;
- Interview results.

Recommendations:

- Ensure that students' practical skills are assessed in the clinical settings in addition to simulation

center.

- Ensure proper assessment of students' research skills.

- Prepare a strong case-base for OSCE and OSPE exams to ensure coping with a large number of practical exams planned in the program.

- Ensure that students regularly receive feedback on their performance.

Suggestions for programme development:

- To work out best selection methods for selection of students in international exchange programs to avoid any pre-selection.

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

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

Programme's Compliance with Standard

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

3. Student achievements and individual work with them

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

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

Descriptive summary and analysis of compliance with standard requirements

European University students receive appropriate support regarding the planning of learning process, improvement of academic achievement, employment and professional development, which is regulated by Learning process regulatory rule of European University LTD, available in the open access on the official website of the Higher Education Institution (HEI). The aforementioned document foresees all the aspects of student life, e.g. obtaining student status on the basis of (or without) the Unified National Examinations, suspension, termination, restoration of Student Status and etc.

The students interview revealed that students are getting detailed information and appropriate communication from University Staff, e.g. Dean, the head of the educational program, the learning process managers.

Students are getting instant response and communication from faculty representatives through the electronic platform European University has an electronic platform (https://eunsis.eun.edu.ge/). Students are getting all the detailed information on the courses, schedules, as well as assessments through the aforementioned platform.

European University students are having detailed information on consultation hours with Academic Staff, which is easily accessible online on Moodle electronic platform (https://moodle.edu.ge/moodle/). According to the European University Statute/Charter, that in addition to the pedagogical workload, the academic staff is required to provide weekly consultations to the students for at least 1 hour per week for each course of study offered by them.

The Student and Alumni Service Center is operating in European University since 2018. The center is promoting the development of career competencies, organizing meeting, masterclasses and public lectures, as well as offering the career counselling service (e.g. prepare the resume and etc.).

Under the umbrella of the Student and Alumni Service Center there is the psychologist consultation available. As European University represent multicultural and multinational society, the students' adaptation program is running, providing the detailed guide foreign students adaptation. The HEI Budget includes the funding of aforementioned center activities, e.g. Career support activities for students and alumni.

The students of Faculty of Medicine get an information about different Local and International Events (e.g. conferences). The budget is considering the funding of students' conferences and other events. Students of European University have an opportunity to participate in International Exchange programs at the following universities: Korea University College of Medicine (Republic of Korea); Tokat Gaziosmanpasa University (Turkey); Ivano-Frankivsk National Medical University (Ukraine); West Kazakhstan Marat Ospanov State Medical University (Kazakhstan). Students from Faculty of Medicine participated in the exchange program of IFMSA (International Federation of Medical Students' Associations).

University provides the following criteria for participation in Exchange Programs:

· The student must have completed 5 semesters of one-step medical degree program in Medico.

· The students must have a high academic standing (GPA > 3.5)

The students of Faculty of Medicine get an information about different Local and International Events (e.g. conferences). The budget is considering the funding of students' conferences and other events.

Recommendations:

Suggestions for programme development:

Students are not fully aware what will happen after they graduate based on the interviews with students. We suggest that European University could inform students more about career and further job opportunities.

Best Practices (if applicable):

In order to provide independent team work for the students of the University, a special space (Team Workspace) is allocated in the University.

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

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

Evaluation

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements
 	
  o Describe, analyze and evaluate programme's compliance <u>with the standard component requirements</u>
 	
    based on the information collected through programme Self-evaluation Report, relevant enclosed

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

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

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

   ☐ Complies with requirements

   ☐ Substantially complies with requirements

   ☐ Partially complies with requirements

   ☐ Does not comply with requirements |

Programme's Compliance with Standard

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

4. Providing teaching resources

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

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

Descriptive summary and analysis of compliance with standard requirements

The total number of academic staff invited for the implementation of MD Programme is 68 (27 affiliated), including 15 professors (7 affiliated), 18 Associate Professor (6 affiliated), 26 Assistant Professors (13 affiliated), 9 Assistants (1 affiliated).

The staff involved in the implementation of the educational programme has appropriate qualifications, which is confirmed by the academic degree, published scientific works and pedagogical experience.

Academic staff are involved in scientific activities and have had scientific publications for the last 5 years. Academic staff has the competence to achieve learning outcomes. There are 90 invited staff members involved in the implementation of the aforementioned programme.

The Heads of the Programme are directly involved in all the aspects of the program and has the relevant knowledge and experience, is familiar with all components of the program and participates in all possible amendments.

Heads of MD Program are representing highly qualified personnel, who possess high qualification many aspects, such as education and clinical experience, as well as research.

The staff questionnaire has two very confusing questions in it (Q6 and Q8), where staff has to name a program goal and a learning outcome which they think is very important and has to be included or is not important and has to be excluded. The responses are unable to be interpreted given this formulation of the question.

For proper planning of the Academic and Invited staff European University has worked out the "Methodology for Determining the Number of Academic and Invited Staff", which includes mechanism for determining the number of staff considering the different aspects, such as number of students enrolled in the educational programme, maximum number of students admitted to the group within the educational programs, the number of lecture and practical training hours per week during the semester, compulsory specialty training courses, the maximum number of hours allowed for academic staff, as well as targets (minimum percentage requirements and maximum allowances) set for academic and visiting staff at the European University.

The students of the programme are provided by the appropriate number and appropriate qualified administrative and support staff by the HEI.

Recommendations:

Suggestions for programme development:

- To intensify further training of Academic and Invited staff in modern teaching and assessment methods in the Centre for Innovative Teaching Methods.

- Please ensure that the staff questionnaire will not contain confusing questions.

Best Practices (if applicable):

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

Evaluation

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

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

Descriptive summary and analysis of compliance with standard requirements

According to self-evaluation form and interviews with self-evaluation team LLC European University assesses the Academic, Scientific and Invited personnel involved in the program on a regular basis for their Professional development. Academic, Scientific and Invited personnel are evaluated for their a) Scientific-research activities b) Academic performance c) Auditorium activity.

a) Scientific-research activities. The University has developed a "Rule for the evaluation of scientific-research and academic performance of staff" (approved under the Order №83 of March 20, 2020 made by the Rector of the University), which defines the possible scientific - research activities. The rule sets minimum requirements for each academic position:

Affiliate Professor is required to collect at least 50 points per year in scientific - research activities. Professor - at least 30 points, an Affiliated Associate Professor - at least 40 points. Associate professor - at least 25 point. Affiliated Associate Professor - At least 30 points. Assistant Professor - at least 20 points. Affiliate Assistant - at least 20 points. Assistant - at least 10 points. In case of meeting the established minimum requirements, the academic staff of the University will be rewarded financially.

For further analysis of a standard, detailed description of points system and Annual Reports on Scientific - Research Activities of Academic Staff have been obtained from the HEI. As it it can be concluded from provided documents, HEI assessment criteria for academic activities, is not based on any internationally acknowledged assessment method, which in turn is not mandatory for any HEI in Georgia, however application of internationally acknowledged criteria would reasonably increase credibility of given pointing system. Based on pointing system currently applied in HEI, one can earn 50 points with only one publication in journal with high impact factor and science citation index.

Evaluation grid for scientific-research activities points system is locally developed and the reference source for these minimum requirements is not clear and it would be recommended to have internationally recognized reference source for evaluation of scientific-research. However, based on interviews, mechanisms introduced by HEI is fostering research activities and participation of academic staff in international conferences.

b) Academic performance. Academic and Invited staff are also evaluated by a student, Dean, head of the program, an employee of the Examination Center and a learning process manager. The process is run via predesigned questionnaires, aiming to assess lecturers for their teaching methods, knowledge transfer skills, etc. The Quality Assurance Service uses the electronic platform of the European University, the Student Information System (https://eunsis.eun.edu.ge/) to ensure the survey process. Evaluation results are used to motivate staff, namely, monetary rewards are defined for each faculty for each of the three best performing members of Academic and Invited staff.

Framework for evaluation of academic performance is clear; based on interviews, as academic as well as invited staff are well informed regarding their performance assessment and do not express any concerns regarding the fairness or transparency of a process.

c) Auditorium activity. The main purpose of the evaluation is to share best practices with colleagues, also, promoting the professional development of the staff.

Assessment is carried out in several cases, very first teaching activities at the university, based on students' survey results or identified issues of concern based on previous observations. The evaluation results are also sent to the head of the program and Dean for response if necessary. The Dean and the head of the program analyze the evaluation results, determine the measures required for professional development. In case of necessity, the Faculty and / or the Quality Assurance Service cooperate with the Innovative Teaching Methods Center organize and conduct relevant trainings for professional development. Reassessments may be planned if issues of concern are identified again.

In 2019-2020, the center conducted training modules in 6 different fields, namely, student-centered curriculum planning, modern assessment methods in higher education, problem-based learning, modern teaching methods in higher education, advantages of implementing digital technologies in the learning process, integration of plagiarism detection program In the learning process. A total of 350 members of academic and invited staff of the European University attended the trainings conducted by the Center in 2019-2020. According to provided materials from HEI 79,934 GEL has been allocated to the Faculty of Medicine in the 2021 budget of the University for the purpose of financing and promoting the scientific-research activities of the Academic staff. In order to support the activities of the Academic and Invited staff of the University and to provide a working environment, a special space has been allocated in the University. Process for evaluating auditorium activity is transparent and well structured; based on interviews, as academic as well as invited staff are well informed regarding their performance assessment and do not express any concerns regarding the fairness or transparency of a process.

Evidences/indicators
• Rules for evaluation of scientific-research and academic activities of the staff;   • Results of academic and invited staff evaluation, Reports on evaluation results response;   • Procedures for evaluating the auditorium work of the European University;   • Reports on Auditorium performance evaluation, feedback and evaluation reports;   • Results of the General Satisfaction Survey of the staff implementing the programme and reports on response;   • 2021 Budget of the Faculty of Medicine of the European University;   • Resumes of the staff involved in the implementation of the programme, list of publications;   • Rule for Research Funding of European University;   • Report of 2020 of the Center for Support of Scientific-Research Activities on the implemented activities;   • European University Electronic Platform, Student Information System (https://eunsis.eun.edu.ge/);   • Web-site of European University (https://eu.edu.ge/ge);   • Interview results
Recommendations:
Suggestions for programme development: To ensure further research activities, number of high-level publications and citations of academic, scientific and invited staff.
Best Practices (if applicable):   o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress   o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

    X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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 infrastructure of the European University ensures the full and free implementation of the programme. Students and faculty are served by a library, lecture classrooms, laboratories and specially equipped classes for hands-on work. The library includes all the necessary literature and electronic analogues of books for the implementation of the programme except from the handouts, which are compulsory literature in a number of courses.. The electronic catalog of the library is available on the university website (http://esu.edu.ge/biblio/opac/index.php).

Library is well accessible for students. All selected books from core literature listed in syllabi, that were

checked during the visit, could be found in on-line database., again with an exception of handouts. The library has access to some e-databases of up-to-date periodicals, but students do not report to be using them, although they know that such databases exist. Other material resources and infrastructure are recently renovated. Clinical skills centre is well equipped and has enough space and capacity to accommodate increased number of students. Laboratories for microbiology, biochemistry and pathology are provided with necessary equipment, which looks very new and some of which may not have yet been used, although experts could observe students being involved in some activities in the labs of biochemistry and microbiology.

During site visit students were engaged to the practical classes and noted that before entering to the laboratories, they are introduced to safety rules.

For continuous implementation of the MD Programme, the European University has very well equipped Simulation laboratories with mannequins designed for acquiring different Clinical Skills. There are 12 rooms of the Simulation Centre, which are used for examination purposes, such as Objectively Structured Clinical Examinations (OSCE). Additionally, the University runs different teaching laboratories of chemistry-biochemistry-immunology, microbiology and pathology. Staff participates in research through these labs. Staff members also state, that students are involved in this process, but evidence could not be provided. Involvement in a "wet lab" research is not a compulsory component of the courses, although the courses of Scientific Judgement provide a good insight into the scientific field and also request a "small research" to be done. Based on syllabus it's not necessarily hands-on wet lab research.

The Clinical Part of the courses are implemented on the bases of different Hospitals and Clinics.

The Memorandums of Understanding (MOUs) are signed with each of the facility.

Evidences/indicators
• The electronic catalog of the library is available on the university website (http://esu.edu.ge/biblio/opac/index.php). • Site-visit to the block of Faculty of Medicine, European University, Address: 17 Sarajishvili St. 0189, Tbilisi • Memorandums with Facilities • 2021 Budget of the Faculty of Medicine of European University; • Web-site of European University (https://eu.edu.ge/ge • Library, material and technical resources (inspected at site visit); • E-library; • Interview results.

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):
Simulation centre and Virtual reality centre are on the very high level. This is very important in Covid-19 pandenic as it ensures high-quality teaching process.

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

Evaluation

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

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

Descriptive summary and analysis of compliance with standard requirements

The main source of funding of the University are:

1. Study Fees
2. Grants and awards
3. Dividends
4. Other incomes

The budget of the Faculty of Medicine for 2021 (as specified in details on faculty planned expenses in 2021) envisages the following significant expenses:

✓ Upgrading the qualifications of Academic and Administrative staff - Improving the qualification of the Academic staff (according to the programs), (Article 6.1) - GEL 19,720;

✓ Improving the qualification of Administrative staff

✓ Internationalization / International Relations

✓ Scholarship programs

✓ Student Conferences / Olympiads

✓ Consumables for the learning process practice

✓ Costs of laboratories / practice

✓ Re-equipment of material and technical base

✓ Library Fund (books and electronic databases - according to programs),

As it can be concluded from the given documents and interviews, HEI is sustainable, budget expenses provide support for the program and, consequently, achievement of the learning outcomes set by the program. Budgeted expenses are feasible as it is supported by the faculty and the university and is provided by the income of the faculty and university.

Evidences/indicators

• European University budgeting policies and procedures of European University;

• 2021 Budget of the Faculty of Medicine of the European University;

• Interview results.

Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress   o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation
 	
  o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard
 	
     X 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
Quality Assurance Policy of the European University has been approved by Governing Council Resolution №6, of March 17, 2020. The Quality Assurance Department operates in accordance with the document "Quality Assurance Mechanisms and Procedures for Applying Assessment Results", Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance. Internal quality assurance office together with programme staff works on the elimination of weaknesses identified during the elaboration of self-evaluation report.   The main principles of the Quality Assurance Service are transparency, publicity,   objectivity, reliability, continuity and validity. The quality assurance system works on the principle of plan, implement, check, develop. The educational program development process is always conducted in close collaboration with the quality assurance system. Quality Assurance Service activities have included the process of assessment and development of the Medical Doctor Program which was in compliance with all the requirements.

Evidences/indicators
  - European University Quality Assurance Policy - European University Quality Assurance Mechanisms and Procedures for applying assessment results - Results of lecturers and courses assessment made by students, results response reports - Results of the staff, implementing the program assessment made by Administrative staff, results response reports - Student and staff general satisfaction survey results, results response reports - Results of assessment of examination processes by students, results response reports - Results of auditorium work assessment, results response reports - Analysis of stakeholder survey results and reports on using the results - meetings of Medical Doctor program MD committee - Medical Doctor program MD - Syllabi of the Educational programme - Results of the interviews
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):

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

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

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

Evaluation

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.2 External quality

Programme utilizes the results of external quality assurance on a regular basis.

Descriptive summary and analysis of compliance with standard requirements

- For external evaluation Medical Doctor programme was sent to an independent expert for external assessment at the development stage (Dr. Irine Pkhakadze, Professor of Akaki Tsereteli State University). The educational programme, the goals of the programme, learning outcomes, teaching-learning and assessment methods used within the programme, the learning outcomes map, the curriculum and the syllabi were assessed by the expert. The assessment process was carried out in the form of active cooperation, in the process of assessment important advice and recommendations were received regarding study courses' content and length. Besides, some additional courses have been introduced. ;
- Optional learning courses "Philosophy", "Sociology", "History of Medicine" were added to the list of optional courses of the programme;
- The description of I and II phases of the programme has been corrected.

Evidences/indicators

- Medical Doctor programme MD;
- Syllabuses of the educational programme;
- External expert report on program assessment;
- Interview results.

Recommendations:

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

Suggestions for programme development:

Best Practices (if applicable):

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

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

Evaluation

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.3. Programme monitoring and periodic review

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

Descriptive summary and analysis of compliance with standard requirements

The monitoring and period assessment of the Educational program at the European University is conducted using different types of assessment instruments:

1. Learning outcomes assessment: direct and indirect ones.

   a. The direct assessment method involves the assessment and analysis of students' academic performance in the course, which uses different forms of the assessment, e.g. closed-ended (MCQs) and open-ended questions, practical and theoretical-type questions, laboratory assignments, presentations and projects, objectively structured examinations (OSCE), and etc. There are 5 levels of assessment of the student achievement of learning outcomes, e.g. does not satisfy the requirement, fully satisfies the requirements and etc. Indirect methods of evaluation include survey of stakeholders (graduates, employers) and analysis of survey results, e.g. employers, assess the knowledge of a student or graduate of a particular educational program. In the case of a graduate survey - their own knowledge and skills, which allows for indirect evaluation of the program.

2. Auditorium Performance Assessment:

   Attendance and quality assessment of the Auditorium Performance is carried out by the group including a representative of the Quality Assurance, a specialist in the field or related field, a program manager and etc. Peer Review is conducted to share best practices with colleagues, with the aim of further developing the curriculum and improving the learning process.

3. Course and Lecturer Assessment by Student:

   The Quality Assurance worked out the Questionnaire for the course and lecturer assessment by students, which is designed to evaluate the relevance of teaching materials, time allotted for both contact and independent work achievement to the syllabus-defined learning outcomes.

4. Methodology for determining the number of academic and invited staff:

   The process involves the continuous evaluation of the number of academic and invited staff within the program, the development and continuous use of the results obtained to improve the program. Students, academic and invited staff involved in the implementation of the program participate in the evaluation. The evaluation process takes into account the working hours provided by the educational program, the number of students in the program, the number of hours allowed for the staff implementing the program, the targets set for the number of academic and invited staff, based on which the appropriate number of academic and invited staff is determined.

5. Administration of the examination process regulates the organizational issues of the examination process, the regulation promotes the transparent and fair implementation of the processes, protects the confidentiality of the examination issues, which in turn serves to improve the quality of teaching and learning.

6. The European University MD Program was benchmarked against the similar programs represented both in Georgia as well as Internationally. The following criteria for the comparison were following: Duration of study / amount of credits as well as Qualification to be awarded, Program format and distribution of training courses by years.

The Georgian Language MD Program was structured according the experience of currently operating English Language MD Program, as a result the hourly distribution in basic/fundamental courses (e.g. Biochemistry) was increased. The reason of the aforementioned was the analysis of students' performance and progress in the achievement of learning outcomes.

Evidences/indicators

- European University methodology for evaluating the learning outcomes of educational programs

- European University Quality Assurance Policy: https://eu.edu.ge/sites/default/files/2019-05/%E1%83%AE%E1%83%90%E1%83%A0%E1%83%98%E1%83%A1%E1%83%AE%E1%83%98%E1%83%A1%20%E1%83%A3%E1%83%96%E1%83%A0%E1%83%A3%E1%83%9C%E1%83%95%E1%83%94%E1%83%9A%E1%83%A7%E1%83%9D%E1%83%A4%E1%83%98%E1%83%A1%20%E1%83%9E%E1%83%9D%E1%83%9A%E1%83%98%E1%83%A2%E1%83%98%E1%83%99%E1%83%90.pdf

- European University Auditorium Performance Assessment Procedures: https://eu.edu.ge/sites/default/files/2019-05/%E1%83%A1%E1%83%90%E1%83%90%E1%83%A3%E1%83%93%E1%83%98%E1%83%A2%E1%83%9D%E1%83%A0%E1%83%98%E1%83%9D%20%E1%83%9B%E1%83%A3%E1%83%A8%E1%83%90%E1%83%9D%E1%83%91%E1%83%98%E1%83%A1%20%E1%83%A8%E1%83%94%E1%83%A4%E1%83%90%E1%83%A1%E1%83%94%E1%83%91%E1%83%98%E1%83%A1%20%E1%83%9E%E1%83%A0%E1%83%9D%E1%83%AA%E1%83%94%E1%83%93%E1%83%A3%E1%83%A0%E1%83%94%E1%83%91%E1%83%98.pdf

- Course and Lecturer Assessment Questionnaire by Student

- European University Quality Assurance Mechanisms and Procedures for Applying Assessment Results;

- Analysis of comparison of the Medical Doctor Georgian educational program with similar programs;

- Interview results.

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

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

Evaluation

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI's Name: European University

Higher Education Programme Name, Level of Education:

Medical Doctor One-cycle educational programme, Level 7

Number of Pages of the Report: 28

Programme's Compliance with the Standard

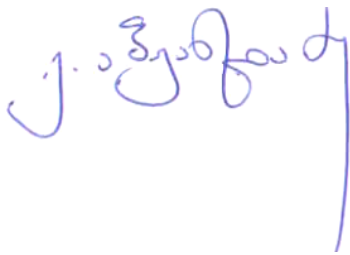| Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Educational programme objectives, learning outcomes and their compliance with the programme	X			
2. Teaching methodology and organization, adequate 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

Margus Viigimaa

Expert Panel Members

Ketevan Kankava

Eka Abzhandadze

Lana Bokuchava