განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme; Medical Doctor MD (English)

HEI's Name; Ivane Javakhishvili Tbilisi State University

Date(s) of Evaluation; 6-8th April 2021

Report Submission Date; 25.05.21

Tbilisi

HEI's Information Profile[1]

Name of Institution Indicating its Organizational Legal Form	Ivane Javakhishvili Tbilisi State University
HEI's Identification Code	204864548
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Medical Doctor (MD English)
Level of Education	Undergraduate Medical Programme
Qualification Granted[2]	Medical Doctor (MD)
Detailed field and Code	091
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	360ECTS
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	Accredited 16.09.2011 (Decision #36)

[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.

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Mairi Scott University of Dundee Scotland UK
Member (Name, Surname, University/organization/Country)	Dr Irakli Gagua Chief Operating Officer Gagua Clinic. Georgia
Member (Name, Surname, University/organization/Country)	Dr Ketevan Kankava Tbilisi State Medical University Georgia
Member (Name, Surname, University/organization/Country)	Dr Elene Khurtsidze PhD student New Vision University
Member (Name, Surname, University/organization/Country)	Dr Ia Pantsulaia Associate Professor Director Vl.Bakhutashvili Institute of Medical Biotechnology Tbilisi State Medical University

Accreditation Report Executive Summary

- **General information on the education programme**

The Ivane Javakhishvili Tbilisi State University Medical Faculty (TSU) was created in 1918 and the programme was last accredited in 2011 with an expiry date of 1st July 2021. International students were admitted in 2011 and there are now 2 programmes (MD English) and MD (Georgian). This report relates to the MD English progamme and is the recommendation for continued approval based on an assessment of compliance with the NCEQE regulations and progress of delivery of the programme overall.

The MD programme that was approved in 2011 adopted a traditional discipline specific curriculum approach with the teaching of biomedical sciences and clinical practice largely separate however with the creation of the new national statement of Sector Benchmarks for Higher Education Medical Programmes, TSU decided to change their medical curriculum into an integrated 3 stage curriculum that would conform to both the National Qualification Framework and the Sector Benchmarks for Higher Education Medical Programmes. As such TSU has effectively 2 different groups of students on their MD programme - students in the senior years completing the 'traditional' programme and students in the earlier years who enrolled on the 'integrated' programme.

The intention of switching to a fully integrated programme was to have a competency based approach with full vertical and horizontal integration achieved through creation of a spiral curriculum structure built around the adoption of Problem Based Learning (PBL) and Case-Based Learning (CBL) with a flipped classroom approach. The integration was further enhanced by the introduction of Simulation based education using both mannequins and simulated patients throughout all stages and the assessment process was changed to utilize additional tools such as

OSCE, MiniCex, and DOPS. In addition as TSU wanted to make the acquisition of research competencies a major part of their programme they introduce the teaching of research skills early in the curriculum, developed through all curriculum stages so that students will achieve deeper learning in research methodology. It is hoped that along with access to international exchange programmes this might lead TSU graduates to consider an academic clinical career and so help to increase medical research capacity in Georgia.

Students who enrolled onto the integrated programme are yet to progress into the later years of the course however planning for these more clinically focused years is in place, and is based on TSU's current experience of organizing clinical attachments for senior students. At present TSU has access to approximately 50 clinics and National Institutes, some of which are also University Clinics with academic staff carrying out teaching and research. As such students have considerable opportunities to learn from both national and international experts.

In early 2020, the Covid-19 pandemic led to the necessity to adapting the delivery of teaching to online or blended learning. This has led to significant disruption for all healthcare related programmes as students lost not only physical access to the University Campus but also loss of access to clinical teaching due to the risk of infection but increased transmission of infection. TSU responded to the crisis by rapidly switch to Emergency Remote Teaching using online and blended processes. They purchased the software education programme, Lecturio, which has a comprehensive video library and online materials that helped their students have access to clinical materials along with opportunities to self-test their knowledge and progression. At the time of the expert panel visit, the gradual reintroduction of students to clinical areas is ongoing.

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

The Self Evaluation Report and associated documents were sent to the expert panel on 15th March 2021. The panel identified 1or 2 particular Standards which best matched their expertise although all members reviewed all the documents and prepared areas of enquiry for the 3 day review meeting schedule for April 6-8th 2021. The 3 day review was conducted remotely using Zoom and during the visit the panel identified several documents which were needed to add further information and evidence. These were submitted prior to Day 3 and the actual site visit took place on the 8th April with 3 of the review panel members in attendance with other connected by live video.

Day 1 & 2; This was conducted according to the planned timetable of meetings with the Faculty senior management and administration teams, Heads of Programme, the Self-Evaluation team, the Academic staff, Invited staff, practice tutors/supervisors, employer representatives, students, graduates, and the QA department. All members of the expert panel asked questions of the TSU representatives and contributed to the informal feedback given to TSU at the end of the visit.

Day 3; TSE sent the panel access to a video presentation of the student areas, accommodation and recreational areas and there was an actual site visit to TSU and the Faculty of Medicine at No. 78, Beliashvili street, Tbilisi with 3 of the 5 panel members able to attend in person. However the visit was made accessible to all expert panel members through the use of a mobile phone video camera and this allowed additional input from the remote panel members. Specific areas chosen for the visit were the Simulation Centre (including the OSCE rooms), Library and laboratory facilities and areas where students can gather either socially or for self-study. The site visits to clinics were to the Sabakhtarasvhili Reproductive Clinic and Vivemedi Hospital however these were not shared by video due to patient confidentiality concerns. There was a short summary presentation of the findings of the Expert Panel given to the senior Faculty members and it was emphasized that this would be shared in more detail with

the Faculty through the release of the draft report. There was an exchange of mutual thanks for the shared experience and the opportunities the process had created for learning and development.

A report was submitted to NCEQE on 29th April 2021.

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

Overall the programme is mostly compliant with the regulations apart from Standard 2 and 4 where they are some sections that are substantially compliant. The integrated programme is appropriately based on the educational pedagogy underpinning the curriculum and assessment design and is aligned to the National Qualification Framework and the Sector Benchmarks for Higher Education Medical Programmes.

In response to the draft report, Ivane Javakhishvili Tbilisi State University requested that recommendations 2.6 and 4.1 were changed to 'suggestions' as they had plans in place relevant to them however as these plans have not yet been operationalized fully the panel decided to leave them both as recommendations.

- **Summary of Recommendations**

1. (2.5) It is important that students understand the programme in terms of constructive alignment from Competencies, curriculum delivery and assessment which can be difficult with a fully integrated curriculum. Consideration must be given to developing ways to make it easier for the students to understand the intentions of the curriculum design and delivery methods of the programme and so become more effective self-directed learners.
2. (2.6) Although the assessment processes are correctly aligned with the competencies and curriculum design and delivery the students must be supported to achieve a deeper understanding of not only what constitutes success in the achievement of the outcomes but also the longitudinal interconnectivity of the assessments that provides evidence of student progression. This will allow students to internally benchmark their own professional development.
3. (4.1) Clinical Teaching & Supervision is well established however as the course develops it will be necessary to review and may need to increase capacity.

- **Summary of Suggestions**

1. (1.2) Revise the way learning outcomes and sub-outcomes are formulated after several cycles of monitoring learning outcome assessment to ensure that this process is consistent and reproducible
2. (2.2) Consider formal documentation of students, graduates and staff involvement in programme development process.
3. (2.2) Provide more details about the programme to be easily accessible on web-page.
4. (2.2) Develop ways to enable the students to understand the structure and outcomes of programme.
5. (2.4) Further detailed planning on the scale and scope of clerkships that can be offered along with a system for supporting student choice if there is disproportionate demand. This detail can then be formalized in agreements with clinics.
6. (2.4) Further support and track student scientific activities, measure scientific output and track the trends of it changing.

7. (2.6) Continue to work on the development of a portfolio to be used throughout the 6 years with consideration as to it being more than a diary (log) of procedures.
8. (2.6) Approach to the Consistency of assessment of clerkship is something that needs further consideration.
9. (2.6) Consider ways to expand the 'simulated patient bank' such as by using volunteers based on the experience of training student actors.
10. (2.6) Provide a formalized procedure for each student to receive feedback on his/her achievements.
11. (3.1) Consider formalising the student involvement in any future Self-Evaluation report processes, perhaps by using the students trained as part of the SPARQS project.
12. (3.1) Increase the opportunities for more communication between students and future employers.
13. (4.3) As the new American Hospital moves towards being open and able to accept students it might be helpful to review all clinical placements as part of an overall review of clinical teaching capacity in the new integrated curriculum
14. (4.4) Current facilities are good however for the future development the medical faculty might benefit from greater flexibility in budget planning and spending in order to deliver on their ambitious plans for the future.
15. (5.3) Build on the already high quality work done by the QA department on monitoring the LO's and other QA outcomes and processes – 'you said we did' by increasing resources to expand data collection and analysis. In addition the work being done on Peer Review and Thematic group will greatly benefit the curriculum overall.
16. (5.3) The Faculty Quality Assurance Department may need a strategy related to field (medicine)-specific evaluation (e.g. to enhance the competency-based evaluation) to the internal quality assurance system and to develop a Quality Assurance manual on issues that will differ from the University's and be specific for the Faculty.

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

1. (1.1) There is an ambitious strategic plan to establish TSU as a 'research intensive university' with a clear focus on the strength of their involvement in epidemiological research. This will greatly benefit the reputation of the Faculty of Medicine.
2. (1.2) The TSU Faculty of Medicine have successfully 'merged' the delivery of both the traditional and the integrated curriculum without causing significant disruption to both students and staff by adopting an early change to system based biomedical science teaching that provided the foundation for the fully integrated approach.
3. (2.1) The increased commitment to the importance of English language skills, by increasing skills levels as entry criteria, offering increased language training and encouraging students to self-access the medical literature on line (the language of which is mostly English).
4. (2.4) Student access to national and international research experts and projects through international conferences is recognized by all as being an added benefit when studying at TSU.
5. (2.5) The switch to Emergency Remote Teaching (ERT) due to Covid led to the acquisition of Lecturio which the students perceive as a very welcome and useful added resource. This will enhance student directed self-learning in the future.
6. (2.6) The training of student actors from the local Drama College as Simulated patients is an effective way to increase access to 'standardised patients' and is particularly useful in enhancing the robustness of the OSCE assessments.
7. (3.1) The switch to ERT through online and blended learning approaches was managed very effectively during the COVID-19 pandemic

8. (4.2) The international Exchange programmes and opportunities for staff & students is supported and resourced by TSU who value not only the benefits for staff and students but also the positive impact this has on the University's aspiration to be a research intensive University
9. (4.3) The new hospital due to open in September with exclusive access for TSU students is an important development which will increase opportunities for TSU curriculum specific learning in the clinical environment delivered by TSU dedicated supervisors.
10. (5.3) The Quality Assurance department has developed an excellent approach to strategic and operational review processes that are not only comprehensive but produce excellent data. Review outputs are translated into action with the involvement of both staff and students. The team have ambitious plans for future quality enhancement initiatives which are not only innovative but would lead to early adoption of international high standards.
11. (5.3) The inclusion of TSU students in the SQARQS (Student Partnerships in Quality Scotland) project is impressive and will lead to long term benefits from enhanced student engagement in all QA processes.

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

  - The current integrated spiral curriculum programme has been developed from the previously existing approved curriculum with the gradual move from discipline specific courses to integrated science based courses based on systems. As such TSU has effectively 2 different groups of students on their MD programme - students in the senior years completing the 'traditional' programme and students in the earlier years who enrolled on the 'integrated' programme. The students interviewed were mixed groups from all years of study and so some of the senior students had not experienced the first few years of the integrated curriculum. It was expected that the clinical experience of the students in the earlier years would be similar if not the same as for those on the traditional curriculum however as yet the expert panel were not able to test that.

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 TSU Medical Doctor programme has been developed from a traditional discipline specific curriculum approach with the teaching of biomedical sciences and clinical practice largely separate into a fully integrated curriculum aligned to the current Sector Benchmarks for Higher Education Medical Programmes. As such TSU has effectively 2 different groups of students on their MD programme - students in the senior years completing the 'traditional' programme and students in the earlier years who enrolled on the 'integrated' programme.

The programme that was reviewed in most detail is the integrated curriculum and the programme objectives are compliant with the regulations, consistent with the strategy and mission of TSU and are based on widely recognized international standards of educational pedagogy. The overall goal of the programme is clearly stated and should be realised effectively by the PBL/CBL design of the programme and the assessment strategy. In addition the urgent necessity to switch to Emergency Remote Teaching created by the Covid-19 pandemic was made easier as a result of the work that had already been done to establish the PBL teamwork approach using 'flipped classrooms' and online resources through both the library and through the newly acquired Lecturio platform. These online software tools enhanced not only classroom teaching (online or face-to-face) but also allowed the students additional opportunities for self-study and to then become proficient in the skills necessary for lifelong professional self-directed learning. TSU has also reinforced the necessity for medical students to be proficient in English as the international language of scientific medical literature is English and so students are required to achieve higher levels of English language skills both before and during their studies. Students are all encouraged to self-access the medical literature (the language of which is mostly English) and so that reinforces the importance of having high level skills in the English language.

Although the detailed mapping of the programme and assessment to demonstrate constructive alignment will be refined with increased experience of delivery in the clinical environment (partially reduced due to Covid-19), it is likely that the 3 Phase approach which incrementally builds on the students' knowledge and skills will be effective. This is not surprising as the approach TSU has adopted is recognised internationally as the

gold standard of modern medical education techniques. Students who receive education in this way gain the skills of a life-long self-directed professional learner, skills which increasingly are required by health care regulators in many countries.

In addition TSU is committed to producing graduates who have the necessary research skills to allow them to fully engage in medical research in the future. They have done this by making research methodology learning a longitudinal programme starting in year 1 and continuing throughout. This along with the opportunities and support given to students' research projects, publications, conference presentations (both national and international) and student exchanges will go a long way to enabling TSU to achieve this goal.

TSU has stated its aim is to develop 'sector-specific and general/transferable competencies' by having;

a) Integrated program structure corresponding to the international standards;
b) Modern assessment methods of teaching and learning;
c) Material resource;
d) Human resources;
e) International cooperation, the component of internationalization and involvement of international experts in the development of the programme.

The current programme design is aligned in a way that will allow the achievement of these objectives.

Evidences/indicators

- Self-Evaluation Report
- Interview with University Administration team, Self-Evaluation team, Heads of Programme, Academic Staff, Invited Staff, University & Faculty QA, Students, Alumni & Employers
- Programme description
- Structure of Educational Programme
- Programme and Assessment maps/blueprints
- Procedures for planning, developing educational programme
- University and Faculty of Medicine Vision and Mission.
- Internationalization Policy & International Advisory board membership
- Results of QA surveys & reports – (e.g Appendix 17 folder, Evaluation of programme learning outcomes)
- Web pages; https://www.tsu.ge/en/page/About-University https://www.tsu.ge/en/faculty/FACULTY%20OF%20MEDICINE/8

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- There is an ambitious strategic plan to establish TSU as a 'research intensive university' with a clear focus on the strength of their involvement in epidemiological research. This will greatly benefit the reputation of the Faculty of Medicine.

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

- The current integrated spiral curriculum programme has been developed from the previously existing approved curriculum with the gradual move from discipline specific courses to integrated science based courses based on systems. The students interviewed were from all years and so some of the senior students had not experienced the first few years of the new curriculum. Likewise it was expected that the clinical experience of the students in the earlier years would be similar if not the same as for those on the 'old' curriculum however as yet the expert panel were not able to test that. However overall it was apparent that the gradual transition to the integrated programme approach had been managed very effectively and the senior staff were able to offer assurances that as the increasing number of integrated programme students moved into the clinical years that plans were in place to also make that effective in both delivery and achievement of outcomes.

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

1.2. Programme Learning Outcomes

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

Descriptive summary and analysis of compliance with standard requirements

The overall programme learning outcomes are clearly stated under 14 subject headings with further sub-headings relevant to courses. Although all are measurable and important the overall map appears quite complex with some lack of clarity as to how each course outcome contributes to the overall achievement of programme learning outcomes. TSU acknowledge this area needs further consideration and improvement.

The programme outcomes as described in the extensive Syllabus documents are clear and appropriate for the level of degree. They all confirm to a template designed to demonstrate linkages to the standards and this is well evidenced throughout all the programme documents in a way that helps with monitoring and evaluation of achievements. The nature of the programme ensures that students build up their knowledge base in a way that offers clinical relevance and context from the beginning. They build on this in an incremental way due to the nature of the 'spiral curriculum' and as an example, the integration of Clinical skills and Research skills as longitudinal themes is an excellent approach to increasing complexity in learning.

The assessment methods (both formative and summative) comply with the national requirements of Georgia and have been developed as an integral part of the move towards the implementation of a fully integrated curriculum. The detailed mapping documents demonstrate appropriate constructive alignment throughout the curriculum and the assessments. Further work is being done to extend these processes into the more senior years of the fully integrated curriculum.

Academic staff have been trained in the creation of valid and reliable assessments and to carry out the assessments to a consistent standard and students are given support in all aspects of the assessments process. They are also given timely feedback after all summative assessments and are able to seek guidance and support from tutors should they have concerns about this performance.

The international language of Scientific medicine is English and so students are expected to be able to research and read for themselves articles and books in English. The training offered should help students acquire these necessary skills.

Evidences/indicators

- Self-Evaluation Report
- Interview with University Administration team, Self-Evaluation team, Heads of Programme, Academic Staff, Invited Staff, University & Faculty QA, Students & Alumni
- Programme description
- Structure of Educational Programme
- Programme and Assessment maps/blueprints
- Programme Syllabus (multiple)
- Programme Assessment Documents
- Student diaries
- Procedures for planning, developing educational programme
- Results of QA surveys & reports – (e.g Appendix 17 folder, Evaluation of programme learning outcomes)

Recommendations:

- None

Suggestions for programme development:

- Revise the way learning outcomes and sub-outcomes are formulated after several cycles of monitoring learning outcome assessment to ensure that this process is consistent and reproducible.

Best Practices (if applicable):

o The TSU Faculty of Medicine have successfully 'merged' the delivery of both the traditional and the integrated curriculum without causing significant disruption to both students and staff by adopting an early change to system based biomedical science teaching that provided the foundation for the fully integrated approach.
In case of accredited programme, significant accomplishments and/or progress o None
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

Programme admission preconditions are clear and fair. They take programme characteristics into consideration and ensure admission of the students with relevant knowledge, skills and competences for mastering the programme. Admission preconditions are largely determined by Georgian legislation and follow these rules.

The admission preconditions take into account whether or not the high Faculty that the applicant graduated from provides accredited program. Candidates are also required to prove English competencies through an interview and English language skills are checked at that time. All admission details are checked by external authorities (Ministry of Education) before final decision on admission. The details can be found on university web-page.

Programme admission preconditions for both programmes are logically linked to program content, learning outcomes and the qualification to be awarded. Based on feedback from the students admission preconditions and procedures are fair, public and accessible.

Evidences/indicators

- SER
- Undergraduate Educational program ,,Medicine" - Programme description
- TSU Website (accessed on 14.04.2021)
- TSU Educational Programme Catalog
- Interview results

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- The increased commitment to the importance of English language skills, by increasing skills levels as entry criteria, offering increased language training and to self-access the medical literature on line

(the language of which is mostly English).

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

- None

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

Programme is structured in accordance with Georgian legislation, Sector Benchmarks of higher education and European Credits Transfer System. Programme components take admission preconditions into consideration.

Programme content and structure is consistent with the qualification award being given and ensures the achievement of programme learning outcomes. Its volume and complexity corresponds to the required higher education level. Programme content is based on up-to-date achievements in science and medicine. The programme consists of three blocks - basic, transitional and clinical. Teaching and scientific-research components of programme (including each individual course) are sequential and logically structured. Clinical and research skills are also taught every year as separate courses. Threshold and admission preconditions to the courses are adequate. Students are also offered clerkship at the departments of their choice, which further contributes to practical skill development. Elective component is provided in the programme.

Programme development at TSU happens according to HEI's methodology for planning, designing and developing of educational programmes. According to the documentation the assessment happens regularly at the end of each year. This information is confirmed by the QA office representatives. According to the methodology the amendments to the program have to be made during the same academic year, which might be unrealistic in some cases. Although QA office representatives work hard to collect data through the years

and initiate the changes, given the extent of detailed oversight this leads to a significant workload.

According to the description multiple stakeholders have been involved in the process of development of new integrated programme, and the external international expert who reviewed the integrated curriculum development plans in 2019 commended TSU on having strong educational leadership and a Faculty with the skills necessary to achieve delivery of the curriculum goals. The surveys samples provided do not include direct questions about the new programme. Staff and student surveys give information about their satisfaction and some indirect evidence to judge about their attitude to programme content. The timeline of student surveys for 2021 shows assessment of multiple courses are planned. Any Employer survey results provide a better understanding of the competencies, programme content and outcomes, and allow attention to be drawn to issues that employers find important. At the same time a separate document - "Usage of survey results" describes, that based on information collected from students, graduates, staff and employers, decisions were made regarding enrichment of the practical component, as well as the teaching and learning methodology used in the program. An external reviewer has been involved in programme development process.

Programme related information on web-page is rather general and consists of programme goals, admission preconditions and learning outcomes alone.

According to dean's decree every course needs to start with introduction of the syllabus, which should ensure students' understanding of the course details and expectations from them.

Evidences/indicators

- SER
- Undergraduate Educational program ,,Medicine" - Programme description
- Procedure for Planning, Designing, Assessment and Development Modifying of Educational Programmes;
- Survey templates, results, analyses of the results;
- Survey timeline 2021;
- Usage of survey results (document)
- Syllabi;
- Study plan;
- Interview results.

Recommendations:

- None

Suggestions for programme development:

- Consider formal documentation of students, graduates and staff involvement in programme development process.
- Provide more details about the programme to be easily accessible on web-page.
- Develop ways to enable the students to understand the structure and outcomes of programme.

Best Practices (if applicable):

- None

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

- None

Evaluation

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

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 Course

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

Descriptive summary and analysis of compliance with standard requirements

Student learning outcomes of each compulsory course are in line with program learning outcomes and the descriptor of the level of qualification in the higher education qualification framework. The content of each course corresponds to the course learning outcomes. Number of credits allocated for each course correspond to the content and learning outcomes of the course.

As mentioned in Standard 1.2 the learning outcomes for each course are structured clearly and are measurable. At the same time correspondence of the courses to the overall program learning outcomes seems somewhat confusing as 14 learning outcomes of the program are further subdivided into sub-outcomes, which makes learning outcome map quite complicated. In practice the measurement of course learning outcomes is absolutely realistic based on the assessment methodologies of the courses; however the evaluation of contribution of each course to the programme success (program learning outcome) could turn out to be more problematic with this scheme. This process needs to be monitored and revised after a couple of rounds of assessment. The HEI itself sees the monitoring of learning outcome measurement as an area for improvement.

The correspondence of course and programme learning outcomes have been evaluated based on a specially developed template, which the heads of each course or block fill in. The overall assessment of learning

outcomes achieved is seen as a separate procedure. This process is based on evaluation of OSCE exams, portfolio, clinical diary and responsible people for assessing each learning outcome have been determined. It was noted that some of the people listed in the diagram describing this process could not be found on the list of staff and their CVs were not provided.

Compulsory literature and other reading materials listed in the syllabi are based on the core achievements in the field and correspond to course learning outcomes. Most of the literature is in English and students are expected to self-access the wider literature and more extensive reading in English.

Evidences/indicators

- SER
- Undergraduate Educational program ,,Medicine" - Programme description
- Procedure for Planning, Designing, Assessment and Development Modifying of Educational Programmes;
- Assessment guide;
- Programme aims and outcomes correspondence map;
- Learning outcome map;
- Learning outcome assessment;
- Corresponcence of course and programme learning outcomes (template);
- Syllabi;
- Study plan;
- Interview results.

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- None

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

- None

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

2.4 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

Practical component is organized and planned according to programme learning outcomes. Programme ensures that students have an opportunity to gain practical skills and/or are involved in scientific-research projects that correspond to the level of education and programme learning outcomes.

Clinical skills department is equipped appropriately to ensure that basic skills are gained. University has established collaboration with a large number of hospitals and clinics to provide and ensure engagement of student in practical procedures. The number of the agreements is impressive, although the memoranda do not contain information about how many students can attend practical rounds at a given hospital at once or per year, what is the duration of practice or how is the ratio between the patient and student count calculated. To allow students have intensive contact with patients, the university has split the groups into smaller groups of 4-5 people and thus increased the expenses for providing clinical bases. There is a detailed Curriculum map which shows the details of when students attend both the skills department and the clinics with named lecturers throughout. Student logs were provided that evidenced case based clinical exposure.

Same is true for the clerkships, which enable students on one hand get practical skills and on the other hand have themselves tested for fitness in the field of their interest. There was limited information in the documents about all available clerkship places, selection and distribution of students in the hospitals however the students and staff members interviewed described students being allocated to in-patient and out-patient facilities, and also out of hours duty rotas all of which gave them considerable access to patients. The online access through Lecturio was also a way that students could access clinical scenarios that they might have missed due to Covid restrictions. However as students on the fully integrated programme progress through to the later years which offers more choice in clerkships there may be a need for more detailed planning and timetabling to optimize student choice. This detail can then be formalized in agreements with clinics.

Georgian language is a taught part of the formal curriculum and all students are encouraged to learn at least sufficient Georgian to communicate with patients as there is a recognition that this greatly enhances their learning from patients. The students in the later years confirmed the emphasis placed on this by the Dean and the teaching faculty and also stated that when necessary available staff in the clinics were willing to help them communicate with patients. During the site visit experts have met Turkish students working at the

hospital and speaking Georgian.

Research skills are taught as a separate course throughout the learning period. Interviews with students clearly demonstrated, that younger students have better understanding of scientific principles and more interest towards science compared to the students, who are advanced in their studies. The graduates invited for the interview have not been involved in research activities during student years at all. This might be a reflection of the positive effect of the new programme.

Student research is stimulated by internal grants from TSU. Reports of funded projects have been presented to experts along with the data on student participation in conferences (data from 2016-2018 years).

During practical and research work students are properly supervised. According to their needs they can request additional classes at the clinical skills center, during which they are also observed. During their practice at the hospitals students are supervised by local staff members. Interview results have shown, that sometimes also hospital staff, not directly involved in teaching (or hired by TSU), takes delegated responsibility for supervision which is not outlined in the memoranda..

Evidences/indicators

- SER
- Undergraduate Educational program ,,Medicine" - Programme description;
- Syllabi;
- Relevant agreements/memoranda with practical training facilities;
- Student project reports;
- Student participation in conferences (list from 2016-2018);
- Interview results.

Recommendations:

- None

Suggestions for programme development:

- Further detailed planning on the scale and scope of clerkships that can be offered along with a system for supporting student choice if there is disproportionate demand. This detail can then be formalized in agreements with clinics.
- Further support and track student scientific activities, measure scientific output and track the trends of it changing.

Best Practices (if applicable):

- Student access to national and international research experts and projects through international conferences is recognized by all as being an added benefit from studying at TSU.

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

- None

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

2.5 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 correspond to the level of education, course content, intended learning outcomes and ensure their achievement. The methods, described in syllabi are diverse, they include modern techniques, like PBL, CBL, flipped classroom, etc.. In this new integrated program the university has added a component of independent clinical activity and currently contact hours are dedicated not only to seminars, but also to supervised independent activities.

During pandemic as study process was mainly conducted online, TSU managed to provide enough learning material for students and still kept the practical sessions (clinical skills teaching and clinical practice) running. Additionally TSU purchased Lecturio, which fits requirements of pandemic state. Students report to be actively using it and find it very useful.

Generally students mainly describe seminars in discussion format. Some students also mention role play, PBL and CBL, but the understanding of the purpose and technique of these methodologies is somewhat limited.

Although students valued the content of their programme, the learning outcomes (not only the outcomes themselves, but also the meaning of the term) are poorly understood among students. This may impact on the University's desire to have a comprehensive student-centered learning process as for students to have ownership of their own learning processes they definitely require a more thorough understanding of the basic program intentions and how that relates to curriculum content and assessment.

Evidences/indicators

- SER
- Undergraduate Educational program ,,Medicine" - Programme description;
- Syllabi;

- Assessment guide;
- Assessment forms;
- Assessment of learning outcomes;
- Interview results.

Recommendations:

- It is important that students understand the programme in terms of constructive alignment from Competencies, curriculum delivery and assessment whichcan be difficult with a fully integrated curriculum. Consideration must be given to developing ways to make it easier for the students to understand the intentions of the curriculum design and delivery methods of the programme and so become more effective self-directed learners.

Suggestions for programme development:

- None

Best Practices (if applicable):

- The switch to Emergency Remote Teaching (ERT) due to Covid led to the purchase of Lecturio which the students perceive as a very welcome and useful added resource. This will enhance student directed self-learning in the future.

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

- None

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

Evaluation components and methods are appropriate for the courses and their learning outcomes. Many courses are evaluated based on OSCEs, clinical diaries and portfolios. Evaluation forms, components and methods are described in syllabi and known to students in advance. Due to a large variety of assessment methods used TSU has developed an assessment guide, which provides a detailed description of each. Assessment of clerkships is based on a miniCEXs and student diary (portfolio) (these two terms are used as equivalents in clerkship syllabi, while in other documents they are described separately. A sample portfolio was not presented to the experts although clinical diaries were reviewed. The clinical diaries confirm involvement of the student in patient care, but they represent a list of activities performed and overall comment (impression) by the mentor, lacking analytic assessment of the skills. It will be difficult to standardize these assessments.

For OSCEs TSU has started recruiting students from Theater and Film University to play simulated patient roles, although this is still an ongoing process of training the actors and has not been used in examination settings yet. A Question bank for the OSCE assessments is under development.

Final assessment of research skills is based on creation of a scientific project.

Most of the staff members are familiar with assessment methodologies. They confirm that university provides training for mastering the techniques. Staff members are also familiar with the documentation regulating assessment procedure. But students feel themselves evaluated based on MCQs or written quizzes alone, their understanding of evaluation is writing an exam at the exam centre. Assessment of practical skills or portfolio is not seen as an assessment method by the students. Student surveys have also identified that student assessment methods as well as teaching methods and contact with administration are areas which would benefit from improvements (survey conducted during Covid pandemic). Overall the constructive alignment of the curriculum learning outcomes and the assessment thresholds could be more visible to both faculty and students.

Student evaluation complies with existing legislation and students report it being transparent and fair. The procedures of submitting an appeal for the exams, conducted at the examination center have recently been simplified and students do not need to visit the center to submit an appeal. The procedure of providing feedback is not standardized. Students can have their results discussed, when they ask, but there is no formal procedure of discussion of strengths and weaknesses or the extent they have achieved learning outcomes.

Evidences/indicators

- SER
- Undergraduate Educational program ,,Medicine" - Programme description;
- Syllabi;
- Assessment guide;
- Assessment forms;
- Assessment of learning outcomes;
- Clinical diary sample;
- Survey results;
- Interview results.

Recommendations:

- Although the assessment processes are correctly aligned with the competencies and curriculum design and delivery the students must be supported to achieve a deeper understanding of not only what constitutes success in the achievement of the outcomes but also the longitudinal interconnectivity of the assessments that provides evidence of student progression. This will allow students to internally benchmark their own professional development.

Suggestions for programme development:

- Continue to work on the development of a portfolio to be used throughout the 6 years with consideration as to it being more than a diary (log) of procedures.
- Approach to the Consistency of assessment of clerkship is something that needs further consideration.
- Consider ways to expand the 'simulated patient bank' such as by using volunteers based on the experience of training student actors.
- Provide a formalized procedure for each student to receive feedback on his/her achievements.

Best Practices (if applicable):

- The training of student actors from the local Drama College as Simulated patients is an effective way to increase access to 'standardised patients' and is particularly useful in enhancing the robustness of the OSCE assessments.

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

- None

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

All students support services are available to both local and international students and TSU provides appropriate consultation services for the students, which covers various affairs, such as academic and scientific activities, career growth, continuations of studies etc. But during interviews students had less information about their learning outcomes. The Faculty has an Educational Process Management service, where the student receives assistance in organizing issues regarding semester registration.

During COVID-19 pandemic period the faculty provided support by regular meetings online for students and staff, to ensure students have the maximum benefits from online learning. Self-evaluation was working during pandemic period. Officially they have student members on all relevant groups, but during interviews the students had less information about self-evaluation process and denied active involvement in that process.

During Covid-19 pandemic period TSU provides students and staff with Psychological support. The Faculty has appointed a psychologist and during the interviews all confirmed this service is available and easy to access and communicate. Students' services center provides different types of consultations: administrative support, communication with staff, emotional and social problem solving, documentation preparedness mostly for different scholarships, planning different student activities (forums, meetings etc.). Services are available digitally by special portal and email and also face to face when possible to do so. The electronic platform allows for effective and rapid communication, and all students and all courses are registered on this platform. The results of ongoing mid-term and final assessments are also posted on this platform and it allows students to track their grades and academic achievements longitudinally as well and so they can see their won progression. The Examination center also has an electronic appeal process and this has made it is easy for students to communicate with faculty and administrative staff during the pandemic period.

TSU has a Students Career Development centre, which is mostly involved in organizing workshops to prepare and improve the students skills in considering and applying for different jobs, internships and grant proposals. Students have support to participate in different scientific activities (national and international congresses), which is provided by students scientific center. During interview process foreign students had less information about this opportunity however due to Covid restrictions they felt this was not a significant current concern.

Students have detailed information about material and technical resources and library. During COVID-19 lockdown periods all learning resources were available online on university website. For practical training they have modified schedules due to COVID-19 and have been given access to train in simulation training center where all infection control measurements are well organized.

Students have availability giving feedback face to face and anonymous by electronic surveys, directed by

quality department. They felt that any suggestions they made were well received by the Faculty and that actions were taken which were then communicated back to the students.

During the documentation review and interviews process there was less evidence of students and future employers communication, supported by TSU. This seems to be a missed opportunity where students can benefit from understanding more of the needs of employers and employers can contribute more to the development of the programme

Evidences/indicators

- Interview with University Administration team, Self-evaluation team, Head of programe and program coordinators, Academic Staff, Students and Alumni.
- The analysis of students activities.
- Different financing documents and orders provided by the University during site visit.
- TSU website
- Appendix 18
- http://lms.tsu.ge/

Recommendations:

- None

Suggestions for programme development:

- Consider formalising the student involvement in any future Self-Evaluation report processes, perhaps by using the students trained as part of the SPARQS project.
- Increase the opportunities for more communication between students and future employers.

Best Practices (if applicable):

- The switch to Emergency Remote Teaching (ERT) through online and blended learning approaches was managed very effectively during the COVID-19 pandemic.

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

- None

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 N/A
~~**Evidences/indicators**~~ ~~o Component evidences/indicators including relevant documents and interview results~~
~~**Recommendations:**~~ ~~Proposal(s), which should be considered by the institution to comply with requirements of the standards~~
~~**Suggestions for programme development:**~~ ~~Non-binding suggestions for programme development~~
~~**Best Practices (if applicable):**~~ ~~o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes~~
~~**In case of accredited programme, significant accomplishments and/or progress**~~ ~~o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)~~
~~**Evaluation**~~ **N/A**

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 current MD program includes 64 academic, 68 invited staff (among them 4 foreign staff) with the total number of the staff being 132. The balance between academic and invited staff is approximately 1/1. This ensures sustainability of the programme. There was some discussion as to whether staff numbers were sufficient should the programme increase the student intake however the expert panel were informed that TSU was committed to making sure that student numbers matched teaching capacity. Some of the invited lecturers have been working with TSU for years. The qualifications, teaching and research experience of the academic staff involved in the program are in full compliance with the objectives of the program. The Heads of the Programme have the appropriate competences, which are confirmed by their professional resume with published papers and participation in international projects and conferences. They have years of experience in educational pedagogy, curriculum development, and process management and supervision. The Dean described in detail that program development process for past years during the interview with the Expert Panel and it was clear there has been a longstanding commitment to embrace modern approaches in medical education.

The members of the Faculty and administrative staff all have the relevant competences and years of experience and are collectively very committed and involved in the innovative developments in the programme.

The number of students in the program is 452, the ratio between lecturers and students is 1/4. The number of academic staff in the educational programme is determined by the necessity of the programme. Although the current workload is achievable and the ratio of professors to students is acceptable for the program if student numbers were to increase, or if demand for student support in the clinical placements increases as the program progresses staffing levels may be less than optimal.

The criteria and requirements for the selection of candidates for teaching staff are determined by the Academic Council; The competition is run by the competent competition committee. In addition to the selected academic staff, some lecturers are invited to work with the University in accordance with TSU regulations. The consistent process of hiring staff was described during interviews with administrative and

academic staff.

Affiliation of the academic staff with the University requires the conclusion of a written agreement between the University and the candidate/staff member. TSU aim to establish mutually beneficial labor and legal relations between the University and its academic staff that will enable the academic staff to carry out their educational and scientific activities on behalf of the University. Also, the University is obliged to support the academic staff to the fullest extent possible and the senior management declared their commitment to do so.

High qualifications and experience of the academic and invited staff involved in the program are evidenced by CVs and diplomas.

TSU provides Laboratory assistants to work on clinical bases of the faculty and this is effective and helps enhance programme for better coordination.

Faculty and administrative staff assist the Faculty Dean, Deputy Dean, Head of Quality Assurance Service, and Lecturers for effective implementation of the new program. Their number is adequate for the number of students, and this is also confirmed by the student surveys.

Evidences/indicators

- Self-evaluation report
- Interviews with Administrative, Academic and invited staff
- CVs and Diplomas of Academic and Invited Staff (Appendix 3)
- List of personnel implementing the educational program, according subject (s) (Appendix 5)
- Functions and responsibilities of the personnel (Appendix4)
- Methodology for determining the number of academic, scientific and invited staff of the program (Appendix 6)
- TSU website https://www.tsu.ge
- Website of the Faculty of Medicine. https://www.tsu.ge/ge/faculties/medicine/news/

Recommendations:

- Clinical Teaching & Supervision is well established however as the course develops it will be necessary to review and may need to increase capacity.

Suggestions for programme development:

- None

Best Practices (if applicable):

- None

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

- None

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

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 Faculty of Medicine of the TSU regularly evaluates the teaching and research activities of academic, scientific and invited staff. Learning/teaching activities are evaluated in order to assess both the course and the lecturers through student surveys carried out each semester. An analysis of these reports is the basis for planning the development of the personnel. Therefore, the Faculty of Medicine takes care of the professional development of academic, scientific and invited staff.

Supporting activities such as trainings by invited experts, organization of student scientific conferences and participating in international conferences are all mentioned in self-evaluation report and access to all this was confirmed during the meetings with the Expert Panel. Staff stated they felt supported and encouraged to grow and develop as professionals.

The University plans to improve on research activities, mainly through promoting publications in international journals and enhancing the internationalization component. Therefore, with the initiation of the Department of Scientific Research and Development, minimal scientific requirements have been established, which obliges academic staff to create highly rated scientific publications.

The Dean revealed plans to further develop English-language skills in both students and staff by reducing the option to have texts translated into Georgian. In addition however TSU had established the online journal "Translational and Clinical Medicine – Georgian Medical Journal" in order to promote the doctoral theses developed at the Faculty of Medicine. The TSU Journal is indexed in Google Scholar.

Academic and administrative staff participates in the Erasmus program and other joint international projects to enhance their professional development.

The Faculty hosts the biannual Board meeting in Tbilisi and ensures the participation of the Board members in the scientific-practical conference "Translational and 37 Clinical Medicine" specially organized at the same time. The Faculty of Medicine provides full financial and organizational support for visiting Board members in Tbilisi.

Evidences/indicators

- Self-Evaluation Report
- Interviews with Administrative personnel Dean Academic Staff
- TSU website: https://www.tsu.ge;
- Resolution # 122 dated by December 29, 2014, of the Academic Council(Appendix 15);
- List of activities implemented for the development of the personnel (Appendix 16)
- TSU Strategic Development Plan https://www.tsu.ge/data/file_db/pr/2017-2021.pdf;·
- Funding for the budget of the Faculty of Medicine for the development of scientific research and library stock (Appendix 14);
- Annual Reports of the Department of Scientific Research and Development of TSU(Appendix 15);
- Resolution# (Appendix 15);
- Staff participation in International activities (appendix 13)
- TCM&GMJ, January 2016; The New Journal of TSU in Medicine

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- The international Exchange programmes and opportunities for staff & students is supported and resourced by TSU who value not only the benefits for staff and students but also the positive impact this has on the University's aspiration to be a research intensive University.

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

- None

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

4.3. 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 Expert Panel visited the main building of the Faculty of Medicine at No78, Beliashvili street, Tbilisi, where the teaching of basic subjects in the first and second year of the programme is carried out.

TSU funded the rehabilitation and repair of this building of the Faculty of Medicine (where the Faculty Administration, Cathedra of Clinical Anatomy and Surgical Surgery, Cathedra of Pharmacology and Clinical Pharmacology, Histopathological Diagnostic Center, Research Laboratories, Small Laboratory Animal Vivarium, Experimental Operational and Simulation Center are placed. The Auditoriums are equipped with appropriate inventory and there are working rooms for academic and administrative staff, rooms for individual meeting with students, a computer resource center, a clinical skills center, a simulation room with rooms, specially equipped for the effective implementation of OSCE center with 8 station, training-scientific laboratories equipped with relevant microscopes and laboratory equipment, and a PCR Laboratory is planned to be launched in coming period. The Library is equipped with computers connected to the Internet and printer.

The staircase platform, elevator, bathrooms, and auditoriums (rooms) are adapted for people with special needs and the Medical Faculty plans to develop its own Exam center in the basement of the building which could be the convenient for students.

Legal agreements between the TSU and the clinics where educational process for clinical courses is mainly implemented were provided. At present TSU feel they have sufficient capacity and there are no plans to increase student numbers. However as the fully integrated curriculum progresses capacity is considered to be an important issue which will be kept under review. In addition the University provided the panel with sight of the newly signed agreement with American Hospital (planned to open this year). During the online meeting with Employers, the Hospital Director confirmed that this organization plans to cooperate with TSU exclusively.

The group of experts visited Sabakhtarasvhili Reproductive Clinic and Vivemedi Hospital where students are provided with well-equipped study rooms in the clinics and have all the conditions for effective teaching in the clinical setting.

The University has a hostel that is used by both Georgian and foreign students. Information about the hostel is available on the website.

During interviews academic staff and students mentioned Electronic Learning Process Management System through which students are informed about their assessments, attendance, activity, oral exams, and quiz assessments. It also allows them the opportunity to get acquainted with the program, the syllabi, and to create an individual profile. Besides, the above portal used for communication with students the e-learning

portal Moodle has been used at Tbilisi State University since 2009.

The existing material and technical base ensures the uninterrupted process of the educational process, which was confirmed by overcoming the crisis created during the pandemic in a timely and effective manner.

The students of the TSU have access to the latest scientific literature and publications in electronic databases, from the computer network of Tbilisi State University and from outside the University network.

During Covid-19 Pandemic the teaching faculty managed to switch all teaching to online education, as the University had provide the resources (purchasing Zoom, Turnitin licenses and Lecturio) and applied them effectively and efficiently, in the shortest possible time.

Evidences/indicators

- Site visit
- Employer Interview
- Self-evaluation report
- Library Resources, Catalog: ohttps://www.tsu.ge/ge/government/administration/departments/library/e_catalog/
- Website of the TSU: https://www.tsu.geoWebsite of the Faculty of Medicinehttps://www.tsu.ge/ge/faculties/medicine/news/
- Electronic resources: https://www.tsu.ge/ge/government/administration/departments/library/zuzzv1vvedy6z0dmj/o
- The actual state of the infrastructure of the institution
- Documentation confirming ownership of material resources
- List of clinics (appendix 11)
- Agreements/Memoranda with Clinics (appendix11)

Recommendations:

- None

Suggestions for programme development:

- As the new American Hospital moves towards being open and able to accept students it might be helpful to review all clinical placements as part of an overall review of clinical teaching capacity in the new integrated curriculum

Best Practices (if applicable):

- The new hospital due to open in September with exclusive access for TSU students is an important development which will increase opportunities for TSU curriculum specific learning in the clinical environment delivered by TSU dedicated supervisors.

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

- None

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 financial resources of TSU Medicine Faculty are steadily growing and corresponds program needs. The main source of funding is the income from tuition fees of graduate doctors, doctoral and residency programs.

During Interviews Rector and Administrative staff confirmed that TSU Faculty of Medicine is funded not only from the Faculty Budget, but also from the TSU central budget, as well as from obtained international and national grants. Funds are obtained from permitted economic activities. On review of the budget it is noticeable that the volume is growing every year.

From 2016 to 2021, the students and administrative staff of the Faculty of Medicine received internal grants from the University, as well as grants from Rustaveli National Science Foundation of Georgia and ERASMUS; the total cost of Grants is more than 1 000 000 GEL and which is also not reflected in the budget of the Faculty.

The growth in budget in recent years shows that the Faculty has a stable and long-term financial guarantee for future development. However the Faculty may benefit from more flexibility to embrace opportunities for a more diversified budget especially during Covid-19 pandemic when payment of tuition fees could decline.

Evidences/indicators

- Self evaluation report
- Interview with Rector ,Dean, QA department
- Budget Dynamics (Appendix 14)

Recommendations: o None
Suggestions for programme development: o Current facilities are good however for the future development the medical faculty might benefit from greater flexibility in budget planning and spending in order to deliver on their ambitious plans for the future.
Best Practices (if applicable): o None
In case of accredited programme, significant accomplishments and/or progress o None
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
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

TSU has a well-organized Quality Assurance Service, which is responsible for quality culture of teaching and research at TSU. TSU Quality Assurance Service consists of two departments (1. Institutional Development and Authorization Division; 2. Accreditation, Research and Evaluation Division) and relevant faculty quality assurance department. Medicine Faculty QA service unit evaluate educational and scientific-research activities and the professional development of academic staff using their developed appropriate recommendations.

The activities of the Quality Assurance Service is based on pre-written regulations (Appendix 17.2; Appendix 15) and fully ensure continuity of the principle of - "Plan, Implement, Check, Develop" (Appendix 17.1). According to the Faculty mission, the continuous improvement of educational programs is one of the important roles of the Quality Assurance Service of the Faculty of Medicine.

Students, academic staff, alumni, and employers regularly participate in program evaluation. TSU QA department systematically carry out stakeholders satisfaction surveys on TSU teaching activities, material and technical resources. Questionnaires are updated periodically as necessary.

According to the interviews with QA representatives of TSU, the results from survey collected from students, graduates, academic staff, employers are analyzed deeply using quantitative and qualitative methods (Annex 17.3, Chapter III) in order to identify and problems that exist in the implementation of the medical program. Once problems are identified, all of issues are addressed by the program leaders as well as all relevant parties involved.

As mentioned within additional documents and the SER, all stakeholders discuss the problems together and plan ways to address the issues. New teaching methods, such as TBL, PBL are actively developed and used in the new program to enhance teamwork skills of personnel and students. The above methods ensure teamwork, problem solving, decision making time reduction, good management and others leadership skills development.

Quality Assurance Service with academic personnel, students and stakeholders prepare all the self-evaluation reports for authorization and accreditation of the University and identify strengths and weaknesses of program. Based on result of surveys the QA service team create the recommendations in order to eliminate any identified weaknesses.

The University and Faculty Quality Service units together hold regular consultations, trainings and seminars

on field-specific issues for academic staff, students, employers, administrative personnel (Appendix 17.7-17.8). As shown from the interviews and SER, during the covid-19 pandemic period the QA departments worked very intensively and prepared additional documents such as E-learning guide, manuals for creating homework and quizzes on the MOODLE platform, and tutorials on the use of Breakout Rooms and Poll in Zoom platform for tutors. Also, the QA personnel organized training based on needs (see Appendix 17.8).

Evidences/indicators

- Self-evaluation report
- Results of Interview with academic personnel, students and QA department
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University (Appendix 17.2)
- https://www.tsu.ge/data/file_db/academic_orders/1132017_d1.pdf
- Regulation of the Faculty of Medicine of the Ivane Javakhishvili Tbilisi State University-Chapter V. Department of Quality Assurance (Appendix 15)
  https://www.tsu.ge/data/file_db/medicine/New%20Debuleba.pdf
- Procedure for Planning, Working out, Evaluating and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University (Approved by Resolution of the Academic Council/TSU No. 100/2019 dated by July 22, 2019 (Appendix 17.3)
- https://www.tsu.ge/data/file_db/academic_orders/1002019_d1.pdf
- On approval of the Memberships of the Committees for Planning, Elaboration and Development of the Educational Programs of the Faculty of Medicine of LEPL Ivane Javakhishvili Tbilisi State University-Approved by Resolution of the Academic Council/TSU No. 46/2018 dated by February 12, 2018 (Appendix 2)
- Questionnaires of the Faculty of Medicine (Appendix 17.6)
- Staff participation in continues professional development programs, trainings, seminars and workshops (Appendix 17.8)
- Website of the TSU: https://www.tsu.ge
  Website of the Faculty of Medicine https://www.tsu.ge/ge/faculties/medicine/news/

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- None

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

- None

Evaluation

- 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

The Georgian language program of medicine was evaluated by external accreditation experts in 2011 (decision N35, meeting N3 of the Accreditation Council of Educational Programs, September 16, 2011). The reports on the progress of the program development are annually submitted to the National Center for Educational Quality Enhancement.

2011-2014, TSU's medical faculty participated in the TEMPUS project "Medical Modernization of education in the Eastern Neighborhoods of the European Union - MUMEENA", (Project Coordinator - European Medical Education Association (AMEE) President, Institute of Medical Education, University of Leeds Director). During this project implementation, the program was evaluated by external European partners and compared with medical program of Leeds University (UK), Utrecht University (Netherlands), University of Granada (Spain), Roman Catholic University (Italy). Based on recommendations and suggestions from partner Universities the program of Medicine TSU had modernized. Furthermore, according to the standards of the European Medical Education Association, the Thematic Association for Medical Education - MEDINE and the World Federation of Medical Education an integrated curriculum was developed and implemented. Within the framework of this project the faculty members and administrative staff underwent training in medical education at the following European partner universities: Leeds University (UK), Utrecht University (The Netherlands), University of Granada (Spain), Roman Catholic University (Italy).

2013-2016, TSU was involved another EU TEMPUS project "Improving natural and medical education programs and establishing a regional training platform in the field of hematology (DECERPH)". Within the framework of this project, the course of hematology and transfusion was upgraded in accordance with European standards and the laboratories were renovated (Appendix 13 and Appendix 16).

TSU Medicine program was also evaluated by an external international medical education expert in 2019. This evaluation included additional documents and demonstrated that "The outcomes described in the new program broadly meet the program outcomes on basic medical education outlined in the new Georgian Sector Benchmark of Higher Education in Medicine (2019), as well as those in the EU TUNING Guide to Designing and Delivering an Outcomes-Based Undergraduate Medical Curriculum (2013), that conform to the framework of European medical qualifications and the Basic Medical Education World Federation of

Medical Education Global Standards (2015)".

The provided information demonstrates that the Faculty has close ties to the EU universities, who will serve as "external reviewers" for the program and will give ongoing feedback regarding program quality and development.

Evidences/indicators

- Decision N 35 of the meeting N3 of the Educational Programs Accreditation Council dated by September 16, 2011 (Appendix 17.4).
- - Decision N 36 of the meeting N3 of the Board for Accreditation of Educational Programs dated by September 16, 2011. (Appendix 17.4)
- Information on international projects at the Faculty of Medicine (Appendix 13, 16 and web-site of the Faculty of Medicine)
- External Evaluation of from the University of Southampton (Appendix 17.4)
- Website of the TSU: https://www.tsu.ge
- Website of the Faculty of Medicine https://www.tsu.ge/ge/faculties/medicine/news/
- Self evaluation report
- Results of Interview with academic personnel, students and QA department

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- None

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

- None

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

Medical Program monitoring and evaluation is a permanent process and involved all personnel (academic, administrative), students, alumni, employers. The process was carried out according to the regulations (Appendix 17.1, 17.2 and 17.3). The students participation in the evaluation process is not restricted to the collection of satisfaction surveys, they also evaluate separate educational courses; the university organizes the meetings with students in which they discuss the conceptual issues related to the implementation of the program. Students regularly meet with the Head of the Program and Quality Assurance Service members. They are involved in the work of the various groups or committee for plan and/develop new educational program or courses. Some students are taking part in the SQARQs project (Student Partnerships in Quality Scotland) in order to gain skills to be more effective as contributing to quality assurance processes.

According to the SER, based on student feedback, in the 2019-2020 the questionnaires were modified by the Quality Assurance Service of the Faculty of Medicine (Appendix 17.6). However, the Quality Assurance Department may need a strategy related to field (medicine)-specific evaluation (e.g. to enhance the competency-based evaluation) to the internal quality assurance system and to develop a Quality Assurance manual on issues that will differ from the University's and be specific for the Faculty.

It is also noted, that the results of survey about the satisfaction of Distance Learning (Appendix 17.5) shown that "45% of international medical students evaluate the studying process positively, and 42.4% neutrally (Appendix17.5). The same survey carried out at University levels demonstrates the same trend, with 38% students evaluating the e-learning process as neutral. The results of the survey are sent to the Curriculum Committee and the Heads of program, who review them during the committee meetings and develop corresponding measures to respond appropriately (Appendix 17.9).

As shown from SER and interview, the most frequently problematic issues for students were:

1. Communication with the administration - 17.4%;
2. Student Support Services - 15%;
3. Teaching methods - 13.8%.

Analysis of the results of the mentioned topics was discussed with students and responded to appropriately.

The results of academic and invited staff satisfaction survey demonstrate that "73.1% of the surveyed academic staff are satisfied with the opportunities offered by the University in terms of professional development, 77% are satisfied with the degree of achievement and recognition of success, and 71.8% - with the response of the structural units. Wage policy (69.2%) and international mobility opportunities (45%)

were named as problematic issues (Appendix 17.5)".

Thus, in conclusion, it is clear that academic staff, students, alumni, employers are involved in all aspects of quality assurance of the programme through self-assessment groups, and in committees and councils for planning, implementing, management and managing training programs (Curriculum Committee, Faculty Council). This work is important and highly useful for curriculum revision and/or participation in working groups created for other special (specific) purposes.

Evidences/indicators

- QA Internal and External Evaluation Policy at TSU (Appendix 17.1)
- Quality Assurance Service - Statute (Appendix 17.2)
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University (Appendix 17.3)
- Results of Survey (Appendiz 17.5)
- Questionnairs for evaluation (Appendix 17.6)
- Utilization results of survey for staff development and Program improvement (Appendix 17.8 and Appendix 17.9)
- Self-evaluation report
- Interview results

Recommendations:

- None

Suggestions for programme development:

- Build on the already high quality work done by the QA department on monitoring the LO's and other QA outcomes and processes – 'you said we did' by increasing resources to expand data collection and analysis. In addition the work being done on Peer Review and Thematic group will greatly benefit the curriculum overall.
- The Faculty Quality Assurance Department may need a strategy related to field (medicine)-specific evaluation (e.g. to enhance the competency-based evaluation) to the internal quality assurance system and to develop a Quality Assurance manual on issues that will differ from the University's and be specific for the Faculty.

Best Practices (if applicable):

- The Quality Assurance department has developed an excellent approach to strategic and operational review processes that are not only comprehensive but produce excellent data. Review outputs are translated into action with the involvement of both staff and students. The team have ambitious plans for future quality enhancement initiatives which are not only innovative but would lead to early adoption of international high standards.
- The inclusion of TSU students in the SQARQS project is impressive and will lead to long term benefits from enhanced student engagement in all QA processes.

In case of accredited programme, significant accomplishments and/or progress o None
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)

o None

HEI's Name: Ivane Javakhishvili Tbilisi State University

Higher Education Programme Name, Level of Education: Medical Doctor (MD) English

Number of Pages of the Report: 44

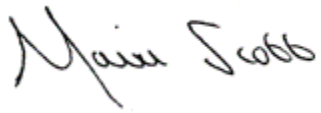
Programme's Compliance with the Standard

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's

Name, last name, signature

Professor Mairi Scott



Expert Panel Members'

Name, last name, signature

Dr Irakli Gagua

Name, last name, signature

Dr Ketevan Kankava

Name, last name, signature

Dr Elene Khurtsidze

Name, last name, signature

Dr Ia Pantsulaia