



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

**Medical Doctor/PBL One-cycle Educational Programme, LEPL Akaki Tsereteli State
University**

Date(s) of Evaluation: 12-14.04.2021

Report Submission Date: 11.06.2021

Tbilisi

HEI's Information Profile¹

Name of Institution Indicating its Organizational Legal Form	LEPL - Akaki Tsereteli State University
HEI's Identification Code	212693049
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Medical Doctor/PBL
Level of Education	One-cycle (7)
Qualification Granted ²	Medical Doctor (MD)
Detailed field and Code	Medicine – 0912
Indication of relevant secondary education subject/subjects/group of subjects (In case of Integrated teacher Bachelor's and Master's programme and Teacher training programme)	N/A
Language of Instruction	Georgian
Number of ECTS Credits	360
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	Accredited, N59, 15.07.2015

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Richard Blaxland Hays, James Cook University, Australia
Member (Name, Surname, University/organization/Country)	Ilia Meskhi, NewVision University, Georgia
Member (Name, Surname, University/organization/Country)	Tamar Goderidze, Tbilisi State Medical University, Georgia

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

Member (Name, Surname, University/organization/Country)	Eka Abzhandadze, Vabaco, Georgia
Member (Name, Surname, University/organization/Country)	Giorgi Abuladze, Ivane Javakhishvili Tbilisi State University, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**

The MD Programme of the Akaki Tsereteli State University was first established in 1995 and was implemented successfully for many years. The revised programme commenced in 2015 and will graduate its first students in 2021. This new programme is still 6 years in duration but introduces more modern pedagogy, with increased integration and problem-based learning (PBL) methods that were trialled in an English language MD programme that commenced in 2012, Programme learning outcomes are aligned with the National Qualifications Framework and the Basic Medical Education Standards of the World federation of Medical Education. Curriculum development included consideration of employer, professional and graduate feedback. This MD Programme was accredited in 2015 and was due for re-accreditation in 2020, but this was delayed by the Covid-19 pandemic. The new MD/PBL program is hosting some of the students from the 'older' Georgian MD programme that was discontinued in 2020. The Akaki Tsereteli State University has all the necessary infrastructure to carry out this MD Programme including collaborations with several hospitals and research centers in the Kutaisi region, although resources are shared with an English language MD program for foreign students.

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

The Accreditation site-visit was well organized and this review panel had the opportunity to evaluate the high quality of training, infrastructure and commitment of the Academic Staff and invited Lecturers involved in this International MD Programme. Interviews with all relevant stakeholders properly informed the Review Panel on the rules and achievements of the Programme. Due to the pandemic, the review panel met by remote means and only three panel members were able to visit teaching and research sites. The graduates interviewed were from the 'older' MD programme.

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

The Programme complied fully with Standards 1, 3, 4 and 5 of the Accreditation Standards for Higher Education Programmes of the National Center for Educational Quality Enhancement of Georgia and substantially with Standard 2.

- **Summary of Recommendations**

1. In syllabi should be indicated which topic is being taught from which literature along the weekly plan; with identification of volume and extent in the textbooks or other literature. Literature in all fields of medicine should not be older than 5 year.
2. Use more relevant assessment methodology for final exams. Only MCQs are not appropriate
3. To be corrected: there are 74 CVs provided in annex 3 but only 70 people mentioned in the program personnel in annex 5; Some of the people are missing and some of the CVs of certain individuals are

missing as well; This means that 74 is not the correct number and the list and the documentation provided does not fully describe the reality.

- **Summary of Suggestions**

1. Clarify why and how PBL was introduced into the programme. It appears to be related to satisfaction with PBL in the English language programme but how this was done is less clear
2. Make clearer the processes of monitoring student progress throughout the new programme, ideally with examples of improvements made as a result of data gathered and analysed.
3. Vertical integration should be presented better
4. Increase focus on teaching relevant clinical skills and spend more time for it.
5. Less assessment during study period on the later stages of programme
6. To keep the balance between teaching, research and other responsibilities, from our point of view is necessary to rearrange involvement of different staff members in this process, to make obvious that their working hours is enough to achieve high quality of education. example: the head of the program is teaching 6 disciplines and there are other staff members who are teaching many different disciplines.
7. Implementation of assessment by OSCE for all clinical subjects.

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

1. Aiming to achieve international standards

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

Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society

Descriptive summary and analysis of compliance with standard requirements

The University has a mission to serve the Imereti region, a distinct region in western Georgia that has shortages of medical doctors in certain specialties. Health is an important field and the university wants to contribute by producing specialist doctors for the region and increasing medical research. The university has offered a local medical programme since 1995. The programme was revised in 2015 with the assistance of St Georges University London (SGUL), through an European Commission-funded Tempus project. The SGUL medical programme was adopted and adapted to the Georgian context and ATSU faculty were trained by SGUL teachers in both the UK and Georgia. The objective was to modernize medical training to meet contemporary national and international standards, aligned with Georgian national benchmarks and the Basic Medical Education standards of the World Federation of Medical Education (WFME). The programme objectives are clear, realistic and achievable and they define the desired attributes of graduates. They were developed in consultation with the profession and employers and are accessible to the public. Graduates must pass a Georgian national licensing examination before commencing specialty training. In recent years the pass mark at the national licensing examination has been about 60%, but this does not reflect the new program, which graduates its first cohort in 2021. A higher pass rate is expected. Graduates who pass the national licensing examination and work in local clinics and hospitals appear to have the necessary knowledge and skills to contribute to the workforce.

Evidences/indicators

- Self-Evaluation Report: Mission, programme learning outcomes,
- Interviews with university and MD programme leadership: contribution to community development
- Interviews with medical industry employers: contribution to community development, analysis of employers' needs
- Interviews with graduates: learning outcomes

Recommendations:

<ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Clarify why and how PBL was introduced into the programme. It appears to be related to satisfaction with PBL in the English language programme but how this was done is less clear.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Aiming to achieve international standards
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>1.2 Programme Learning Outcomes</p> <ul style="list-style-type: none"> ➤ 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.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Learning outcomes are consistent with programme objectives, based on Georgian national benchmarks and the Basic Medical Education Standards of the World Federation of Medical Education. The outcomes have a broader focus that includes ethics and professionalism as well as clinical knowledge, skills and judgement. This approach guides students in their overall professional conduct and development and is in keeping with contemporary local and international perspectives. Assessment against the learning outcomes is conducted regularly, using multiple methods. Teaching faculty understand the program although still require substantial</p>

development to deliver the newer programme methods (e.g. integrated learning and assessment, PBL tutor skills and OSCEs). Benchmarks are set for learning outcomes and data are gathered regularly on quality of delivery, but it is not always clear how this is used to change or improve the programme. Students receive feedback on their performance. The COVID-19 pandemic has restricted severely the capacity for clinical placement learning, relying more on simulation.

Evidences/indicators

- Self-Evaluation Report: Learning outcomes, assessment and QA processes
- Interviews with MD programme leadership: Learning outcomes,
- Interviews with medical industry employers: Learning outcomes and employability
- Interviews with QA department: evaluation methods
- Interviews with programme staff: Learning outcomes, faculty development, assessment
- Interviews with graduates: learning outcomes

Recommendations:

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

Suggestions for programme development:

- Make clearer the processes of monitoring student progress throughout the new programme, ideally with examples of improvements made as a result of data gathered and analysed.

Best Practices (if applicable):

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

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

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

Evaluation

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

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

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	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 and procedures are consistent with existing legislation, admission preconditions and procedures are fair, public and accessible, admission preconditions take programme characteristics into consideration and ensure admission of the students with relevant knowledge, skills and competences for mastering the programme; programme admission preconditions are logically linked to program content, learning outcomes and the qualification to be awarded.

Evidences/indicators

- Educational programme, Programme admission preconditions (criteria and procedures), Information publicity - methods of spreading information about programme admission preconditions, Website

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

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

2.2 Educational Programme Structure and Content

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

Descriptive summary and analysis of compliance with standard requirements

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content and structure is consistent with the qualification to the granted and ensure the achievement of programme learning outcomes. Teaching and scientific-research components of the programme (including each individual course) are sequential and logically structured. Admission preconditions to the next component are adequate. Program content takes new research findings and modern scientific achievements into consideration.

The curriculum should include elective subjects, the number of which should be gradually increased in the last courses of study." This requirement partly not met by the program, because as we can see from program

structure it has 8 elective courses and in each only 3 or 4 subjects are provided to be chosen. We see no increase (only in 8th elective course we have 5 subject).

As it is claimed from self-evaluation The educational program this programme is partially integrated (both horizontally and vertically). It integrates the basic medical and clinical sciences, their supporting courses, the social sciences, which are essential for the upgrading / promotion of modern general practitioner education. We see perfect horizontal integration in many subjects but it was less obvious for the vertical integration. According to syllabi we could not find clinical microbiology or pathology integrated with internal medicine or surgery on the later stages of the curriculum. We only found Clinical pharmacology. During interviews we did not get clear answer regarding vertical integration.

Evidences/indicators

- HEI's methodology for planning, designing and developing educational programmes; Educational programme; Syllabi; Curriculum map; Interview results

Recommendations:

Suggestions for programme development:

- Vertical integration should be presented better

Best Practices (if applicable):

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

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

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

Evaluation

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

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

2.3. Course

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

Descriptive summary and analysis of compliance with standard requirements

Student learning outcomes of each compulsory course are in line with program learning outcomes and with the descriptor of the appropriate 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 (number of contact and independent study hours) correspond to the content and learning outcomes of the course; Also, the ratio between contact and independent hours is logical and takes into consideration peculiarities of the course; the number of contact hours and teaching and learning methods (lecture, seminar, lab, etc.) corresponds to the content and learning outcomes of the course. Every learning outcomes of each course is assessed. Compulsory literature and other reading materials listed in the syllabi correspond to course learning outcomes, but in some syllabi can't find current literature (Issues are older than 5 years), they do not take the latest research in the field into consideration and ensure programme's compliance with modern day requirements. In most of the syllabi there is no indication which topic is being taught from which literature along the weekly plan; Also, it is not clear to what volume and extent are the textbooks or other literature covered and assigned to students.

Evidences/indicators

- Educational programme; Syllabi; Curriculum map; Course learning outcomes assessment results; Interview results.

Recommendations:

- In syllabi should be indicated which topic is being taught from which literature along the weekly plan; with identification of volume and extent in the textbooks or other literature. Literature in all fields of medicine should not be older than 5 year.

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

<p>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</p>
<p>Programme ensures the development of students’ practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>At the basic stage modular teaching approach in subjects: Professional Aspects 1, 2 and 3 are well organized and ensure professional development of future physician. Clinical skills are presented as an integrated part of Professional Aspects 2 (Clinical skills 1, Communication in Healthcare) and Principles of Physical Examinations 1 (Physical Diagnostics 1 Clinical skills 2) 6 and 9 ECTS, respectively, and as an independent subject Clinical Skills 3 - 4 ECTS.</p> <p>In total ECTS spent on skills are 10. It is not clear why some important skills are studied on the late stage of curriculum - at 10-th semester (as an independent subject), moreover, we did not find in syllabus in basic surgical skills. It might, somehow, affect the achievement of standards referred to practical clinical skills. Students are encouraged to be involved in the actual research.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Curriculum evaluation, Completed practice component (if available); Documentation certifying completed practice component
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Increase focus on teaching relevant clinical skills and spend more time for it.

Best Practices (if applicable):

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

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

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

Evaluation

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

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

2.5 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

As we read in the curriculum in this program all modern learning methods are presented and as we understand from the interview they can be successfully performed by the staff. This methods include: Problem Based Learning (PBL) / Tutorial, CBL case-based learning - clinical case-based learning, CBCR clinical case-based reasoning, Interactive and modified lectures, Discussion, debates (small and large group discussion), group work Practical reflection lessons, laboratory training, Demonstration of study materials. Those teaching and learning methods of each course correspond to the level of education, course content, intended learning outcomes and ensure their achievement. Teaching and learning methods are flexible and take student's individual necessities into consideration. These methods support students to take responsibility for their learning process and are in agreement with sector benchmarks.

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

<p>2.6. Student Evaluation</p>
<p>Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent and complies with existing legislation. During evaluation, students receive feedback on their strengths and weaknesses, and also, they get informed to what extent they achieved learning outcomes.</p>

Assessment covers knowledge, skills and attitudes. But we can't see the clear system of appeal in place. According to syllabi Clinical Medicine 1 and 2 have perfect assessment methodology consisting of components relevant to study level: CBD – case based discussion – 10 points, Duty - maximal points 5, DOPS – Direct observation of procedural skills - maximal 10 points, PBL – 5 points and especially Final Exam-40 points, which is combined and administered as computer test-20points, and OSCE – 20 points. This is good example. But in the program, on the same level of education we see simplified final exam which relies only on closed-ended question as an only evaluation method (Critical Care Medicine, Life Cycle 5, surgery 5 and many other courses). On the question why the final exam is so simplified and why university did not include the same assessment methodology to all late courses like they did for Clinical medicine 1 and 2, - their answer was that it is difficult to execute this kind of examination for major subjects.

Also, it should be mentioned that as we see from the syllabi of the Specialization Stage of curriculum, that there are used a lot of assessment methods during study period but how much time is required for assessment is not indicated. With simple calculation we can see that time spent on assessment will reduce time for teaching which is more important on this stage of studying. On the question how they would manage this time we did not get clear and relevant answer. in most of the syllabi the sum of minimal competency points is 18+20 (for interim and final assessments respectively) which accounts to 38 – three points less than the FX which strips the student of the chance to better their result on resit exams; Is this approach seems to be unfair. Also, it is not clear what does the HEI say to a student who passes all the necessary minimum competency ranges and gets failed despite that. HEI should try to keep the student on a right track to achieve at least the FX mark within minimum competency range.

Evidences/indicators

- Evaluation system regulatory document; Evaluation forms, components, and methods; Electronic portal; Interview results

Recommendations:

- Use more relevant assessment methodology for final exams. Only MCQs are not appropriate.

Suggestions for programme development:

- Less assessment during study period on the later stages of programme.

Best Practices (if applicable):

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

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

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

Evaluation

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

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

Programme's Compliance with Standard

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

ATSU MD students confirmed getting appropriate additional consulting hours and easy access to the staff engaged in the learning process.

ATSU students can receive support from group tutor, who provide the information for them before consulting administration. The university provides students with Career Development Center since 2014. While online visit session, several students recalled their personal experience of being suggested for working as Covid clinic nurse.

ATSU university offers students various activity for more adaptation - "Multicultural meeting between Georgian and foreigner students." Trainings for more Covid-19 awareness - "Safety standards for students working in Covid clinics" The students mentioned having lectures by well-known doctors.

The Faculty's dean's office provides full time support for students. During the online visit Students have noticed easy access to ATSU MD faculty dean's office, bypassing any kind of bureaucracy.

ATSU MD students receive information about ongoing/scheduled events via E-Mail or published on the official web-site of ATSU. While online visit session, several students have confirmed their high academic activity, for example - working on conference projects.

The university has provided us with documents containing students' local and international activity. For instance, internship in University of Chester, University of Vilnius, local event raising awareness in modern achievements in medicine and etc.

During the visit, the students mentioned that they do not have any experience in participating at international exchange program, even so, some of them named the examples of their friends participating in such programs.

Evidences/indicators

- Self-Evaluation Report
- Interview with University Administration team, Self-Evaluation team, Head of Programme and Programme Coordinators, Academic Staff, PBL Tutors, Invited Staff, University & Faculty QA, Students
- Electronic portal of students. (E-Learning)
- ATSU Web portal

Recommendations:

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

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

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

- Describe, analyze and evaluate programme’s compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)

Evidences/indicators

- 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):

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

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

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

Evaluation

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

Complies with requirements

Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

Programme’s Compliance with Standard

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

4. Providing teaching resources

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

4.1 Human Resources

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

Descriptive summary and analysis of compliance with standard requirements

The number of teaching staff involved in the "Medical Doctor/PBL" program is 74 (academic staff, invited staff), of which 40 are professors - 11 full professors, 19 associate professors, 10 assistant professors (37 of them are affiliated), and the remaining 32 are invited staff. There are 74 CVs provided in annex 3 but only 70 people mentioned in the program personnel in annex 5; Some of the people are missing and some of the CVs of certain individuals are missing as well; This means that 74 is not the correct number and the list and the documentation provided does not fully describe the reality.

The qualifications of affiliated and invited personnel are in line with the law. Medical and non-medical personnel member balance is enough to implement the curriculum at the University. The number of affiliated academic staff to the number of students enrolled in the program represents 37/378, the number of academic / scientific / invited staff to number of students enrolled in program -74/378, The number of academic staff to the number of invited staff - 40/32 (that is the number of students 187+191 who transferred to new PBL from older "Medicine" which was shut down or was supposed to shut down last year). Academic and invited staff has significant teaching experience. The implementation of the educational program involves personnel, with appropriate qualifications who have the necessary competence to produce the learning outcomes provided by the program. The competence of the academic staff was also demonstrated by a meeting of a group of experts with them. Some of the invited professors have an international scientific reputation and have a communication with the International Collaborative Network. Academic staff's international experience provides modern trends and achievements in the field to work effectively with students. The qualifications of the academic staff are confirmed during the last five years – their participation in different international congresses, conferences and workshops The academic staff at universities includes all types of professors and lecturers who are employed at the University full time. The members of academic staff (academic, Non-academic, and invited) are involved in scientific/research and program planning/improvement activities. All students of the program "Medical Doctor/PBL" are provided with an adequate number of and with an appropriate administrative and support staff. The educational program comes with academic and visiting staff – annually (when there is necessary once in a semester) renewable workload scheme that includes training and scientific workload, The scheme is achievable and there is the between teaching, research and service functions. Academic and invited balance between staff involved in the implementation of the educational program, ensures program sustainability. The Number and the load of staff implementing in the program totally provides the educational process defined by the educational program. Academic and administrative staff involved in the "Medical Doctor" program ensures active involvement of students in practical and scientific research activities. The program manager has the necessary knowledge to develop the program and experience and is directly involved in the educational program in implementation, in the educational and scientific process, but the head of the program is teaching 6 disciplines and there are other staff members who are teaching different disciplines, that may be unrealistic to achieve a high quality learning process. The number

of administrative and support staff is adequate and the qualifications correspond to the functions to be performed by them.

Evidences/indicators

- Self-assessment report
- Personal Information of the Program Supervisor and program implemented staff (Appendix 3);
- Faculty Structure (Appendix 4);
- Job descriptions of the Program Supervisor (Appendix 4);
- Job description of administrative and support staff (Appendix 4);

Recommendations:

- To be corrected: there are 74 CVs provided in annex 3 but only 70 people mentioned in the program personnel in annex 5; Some of the people are missing and some of the CVs of certain individuals are missing as well; This means that 74 is not the correct number and the list and the documentation provided does not fully describe the reality.

Suggestions for programme development:

- To keep the balance between teaching, research and other responsibilities, from our point of view is necessary to rearrange involvement of different staff members in this process, to make obvious that their working hours is enough to achieve high quality of education. example: the head of the program is teaching 6 disciplines and there are other staff members who are teaching many different disciplines.
- Implementation of assessment by OSCE for all clinical subjects.

Best Practices (if applicable):

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

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

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

Evaluation

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

- Complies with requirements
- Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff

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

Descriptive summary and analysis of compliance with standard requirements

In order to enhance their professionalism, academic and administrative staff are permanently involved in the Erasmus program and international projects. In parallel with raising professional skills, they carry out public lectures and conduct scientific research activities with colleagues from the world's top rated universities. ATSU is actively collaborating with the educational institutions in different countries, in order to integrate into the international educational space. According to the program profile, ATSU has signed agreements with 17 organizations, including the foreign universities. The University promotes the development of academic staff, which is reflected by the funding for academic staff participation in conferences. The staff involved in the "Medical Doctor" program actively participates in the exchange programs, international and local projects, conferences, webinars, workshops, reflected in personal data (cv). ATSU uses annual report on the performance of the structural units to evaluate the effectiveness of their activities, also uses the results of students, academic staff and alumni surveys provided from the internal assessment procedure. At the end of each academic year, the Educational Process Management Office and Quality Assurance Office evaluate the research activities of the academic staff. Learning and teaching activities are evaluated by surveying students semesterly. Students make assessments of study course and lecturers. ATSU cares about the professional development of the staff (academic, scientific and invited), this process is facilitated by the University implementing them in scientific / research activities. Trainings are often conducted in order to master different teaching methods. The library is supplied with the latest literature, scientific conferences are organized often and the staff attending international conferences where they often have an oral or Poster presentations.

There is a Clinical Skills Laboratory for the promotion of practical skills development at the faculty base, which is equipped with all the essentials, mannequins and tools necessary for the development of practical skills. There are already stations in the simulation center, which are used for both, study purposes and OSCE exams as well. The PBL format of the program provides additional opportunities for the student to develop and enhance practical skills in the basic clinics of the University. PBL week includes clinical sessions for independent work with patient (Gathering anamnesis, communication with the patient and the staff of the

clinic, etc.), which is also a strength of the program and the additional benefit for the students (including extracurricular activities).

The staff is constantly being trained in the methodology of higher medical education at the faculty. The following topics were discussed with the academic staff during the online meetings: Lectures and Large Groups, Learning in Small Groups, Simulation in Medical Education, Work-based assessment, Patient Involvement in Medical Education, Quality in Medical Education. It was important and productive to take part in webinars organized by the (AMEE) Association for Medical Education in Europe (Addressing the challenges of conducting OSCEs in the time of COVID-19; Online learning of medical image interpretation to a performance standard).

Evidences/indicators

- Results of interviews;
- Staff statistics (Personal Information of the Program Supervisor and Academic staff);
- Activities carried out for the development of academic, scientific and invited staff;
- Scientific-research indicators of the persons, involved in the program;
- MACM 2019 Conference Program, Materials;

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

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

Does not comply with requirements

4.3 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

Akaki Tsereteli State University has a high level, modern standards infrastructure. The buildings are equipped with proper inventory, which is essential for the learning environment. ATSU has an intellectual environment and infrastructural need to carry out educational and research activities (computer hardware, material and information resources, electronic management systems, libraries and reading rooms, computer center auditoriums, electronic resources of the scientific databases). Students use all material resources that are necessary for medical practice, all laboratory units are equipped enough according to sector benchmarks, at the clinics are enough patients for demonstration the disease accordance the syllabi.

ATSU academic buildings № 1 and №11, university's libraries infrastructure and technical equipment of the institution generally provides learning outcomes of the educational program. All compulsory literature used within the program is available in electronic and / or printed form at the library. The library resources are permanently updated.

The PBL format of the program provides additional opportunities for the student to develop and enhance practical skills in the basic clinics of the University. PBL week includes clinical sessions for independent work with patient (Gathering anamnesis, communication with the patient and the staff of the clinic, etc.), which is also a strength of the program and the additional benefits for the students (including extracurricular activities).

Evidences/indicators

- Existing infrastructure;
- Library material and technical resources;
- Access to international electronic databases;
- Student survey results;
- 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):

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

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

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

Evaluation

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

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

4.4 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 budget of Akaki Tsereteli State University funds for the elaborating, implementation, monitoring and developing of educational programs are distributed from the expenditure limit of the Faculty budget. In order to determine the material support of the program, the existence and availability of proper infrastructure, a document was developed as an appropriate tool (in the form of an Excel file) that integrates and links different indicators and defines how to fill them. The calculation of salaries and the costs of teaching practice is based on determining the work load to be performed. Expenses such as administrative and assistant staff salaries, utility costs, ATSU scholarships and taxes are calculated per academic group, spending on infrastructure and laboratory equipment and other costs are also calculated per academic group, calculation of the hourly load.

Evidences/indicators

- Budget of ATSU;
- Resolution No. 175 (Justification Principles for Program Financing)
- Program's budget (Appendix 14)

Recommendations:

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

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

5.1 Internal quality

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

Descriptive summary and analysis of compliance with standard requirements

Quality Assurance Policy of the University is governed by the Law of Georgia on Higher Education, Authorization and Accreditation, University Statute, other normative documents and standards and helps the university to accomplish strategic goals and mission. The Quality Assurance Department operates in accordance with “Akaki Tsereteli State University Quality Assurance System/Policy and Procedures”.

The main principles of the Quality Assurance Service are transparency, publicity, objectivity, reliability, continuity and validity. The quality assurance system works on the principle of plan, implement, check, develop. The educational program development process is always conducted in close collaboration with the quality assurance system. Quality Assurance Service activities have included the process of assessment and development of the Medical Doctor Program which was in compliance with all the requirements.

The Institution has an internal quality assurance system that evaluates the educational and research process based on the concept (PDCA cycle) of quality service both at university and faculty levels. According to the SER and interviews with the staff and the program supervisor they collaborate with the Quality Assurance Office (QA) closely, through collection of feedbacks periodically and contact directly the QA of the Faculty. The QA analyses the gathered information and gives recommendations to program supervisor for elimination of the weaknesses from the programme. The strategy of QA is based on the following actions: QA reports are made and sent to all parties who participate in the delivery of the product. QA evaluate all stages of process starting competition, graduation, employment index, academic performance. At the end of the programme the student will assesses the program, which gives the full picture of the program, then the results are statistically evaluated. This is not just quantitative, but qualitative data as well. Student surveys that focus on several aspects of students’ perception of their learning environment are collected regularly together with other information and the results are regularly analysed. These survey data are the main source of recommendations for improvement and implementation of changes to study programmes.

Evidences/indicators

- “Report of Quality Assurance Service” – 2015-2020.
- The Regulations of the Quality Assurance Service
- ATSU Quality Assurance Conception (Appendix 8.)
- Results and implemented changes of Internal Quality Assessment by ATSU and Faculty
- of Medicine Quality Assurance Services; (Survey Results, Self-Assessment Group
- Protocols: Appendix 2) www.atsu.edu.geSyllabuses of the Educational programme
- Results of the interviews

Recommendations:

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

<p>5.2 External quality</p>
<p>Programme utilizes the results of external quality assurance on a regular basis</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>For the purpose of accreditation the external evaluation ATSU collaborates with the National Center for Educational Quality Enhancement, with accredited universities in Georgia, with various international organizations and educational institutions. The educational programme, the goals of the programme, learning outcomes, teaching-learning and assessment methods used within the programme, the learning outcomes map, the curriculum and the syllabuses were assessed by the expert Kakha Lazarashvili, Assoc. Professor, Fellow of Higher Education Academy, UK. The assessment process was carried out in the form of active cooperation, in the process of assessment important advice and recommendations were received, which were taken into consideration by the team working on the program. Besides, earlier feedback from accreditation site visit –</p>

2015, have been considered by Quality assurance team and case based learning system is now introduced on earlier stages of learning.

Evidences/indicators

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

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

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

5.3. Programme monitoring and periodic review

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

Descriptive summary and analysis of compliance with standard requirements

The monitoring and evaluation process is carried out according to the Quality Assurance Policy for Educational Programs of Akaki Tsereteli State University,

1. The current educational program development procedure (EP-QA 1.3).

Learning outcomes assessment: direct and indirect ones.

a. The direct assessment method involves the assessment and analysis of students' academic performance in the course. This relies on assessing student achievement using a variety of forms. Assessment forms are defined within each curriculum and may include: closed-ended (MCQs) and open-ended questions, practical and theoretical-type questions, laboratory assignments, presentations and projects, objectively structured examinations (OSCE), and more. All compulsory components of the specialty and all students registered for the component participate in the assessment process. A percentage of students in each compulsory learning component will receive a grade of A (excellent) and a grade of F (cut). As well as direct methods of evaluation involve evaluating the learning outcomes of the program through indicators pre-defined by the educational program. Assessment indicators are assessed using 5 levels of assessment (does not satisfy the requirement, fully satisfies the requirements and etc.)

b. Indirect methods of evaluation include survey of stakeholders (graduates, employers) and analysis of survey results, e.g. employers, assess the knowledge of a student or graduate of a particular educational program. In the case of a graduate survey - their own knowledge and skills, which allows for indirect evaluation of the program.

2. Auditorium Performance Assessment:

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

3. Course and Lecturer Assessment by Student:

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

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

The process involves the continuous evaluation of the number of academic and invited staff within the program, the development and continuous use of the results obtained to improve the program. Students,

academic and invited staff involved in the implementation of the program participate in the evaluation. The evaluation process takes into account the working hours provided by the educational program, the number of students in the program, the number of hours allowed for the staff implementing the program, the targets set for the number of academic and invited staff, based on which the appropriate number of academic and invited staff is determined.

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

Evidences/indicators

- SER
- Quality Assurance Reports
- Evaluation Mechanism of the One-Cycle Higher English Language Medical Educational Program “Medical Doctor”
- 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):

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

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

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

Evaluation

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

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

Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI's Name: LEPL – Akaki Tsereteli State University

Higher Education Programme Name, Level of Education: Medical Doctor, One-cycle educational program

Number of Pages of the Report: 33

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			

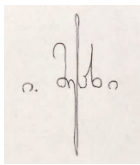
2. Teaching methodology and organization, adequate evaluation of programme mastering		X		
3. Student achievements and individual work with them	X			
4. Providing teaching resources	X			
5. Teaching quality enhancement opportunities	X			

Expert Panel Chair

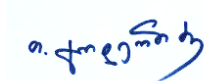


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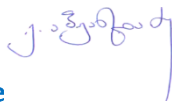
Expert Panel Members



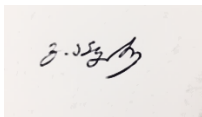
Ilia Meskhi



Tamar Goderidze



Eka Abzhandadze



Giorgi Abuladze