



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name, Level of Education

HEI's Name

Date(s) of Evaluation

Report Submission Date

Tbilisi

HEI's Information Profile¹

Name of Institution Indicating its Organizational Legal Form	LTD David Aghmashenebeli University of Georgia
HEI's Identification Code	204886454
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Medicine
Level of Education	One-cycle Medical Doctor Programme
Qualification Granted ²	Medical Doctor
Detailed field and Code	0912 Medicine
Indication of relevant secondary education subject/subjects/group of subjects (In case of Integrated teacher Bachelor's and Master's programme and Teacher training programme)	
Language of Instruction	Georgian
Number of ECTS Credits	360
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	Accreditation Council Decision N 388, from December 2, 2011.

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Radka Filipcikova Palacký University Olomouc, Czech Republic
Member (Name, Surname, University/organization/Country)	Irma Manjavidze Tbilisi State Medical University, Georgia
Member (Name, Surname, University/organization/Country)	Mariam Abuladze New Vision 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

Accreditation Report Executive Summary

- General information on the education programme

SDASU University is located in Tbilisi and has an independent School of Medicine and Dentistry. Its main objective is to provide students in the field of medicine and dentistry, focusing on humanistic ideals simultaneously in line with demanding international medical standards: emphasizing the development of students' clinical skills already during the studies, applying the scientific principles, methods and knowledge of biomedicine in medical practice and research. Study programmes include single major in medicine, single major in dentistry, clinical residency and doctorate in medicine.

Brief overview of the accreditation site-visit

The accreditation took place on 28 and 29 April 2021 in hybrid, semi-online format and it consisted of inquiry with academic staff and subsequently of direct inquiry in the teaching premises of the University and teaching premises at hospitals and medical facilities contracted by SDASU. The four-member committee was given an opportunity to meet with the representatives of the University Administration, Self-Evaluation Team, with Academics, Invited Staff, students and Employer Representatives.

- **Summary of education programme's** compliance with the standards
- In general, the standards and prepared procedures of the School of Medicine may be assessed as compliant and meeting the requirements. Self-evaluation team, academic staff and students follow the national standards. However, the application of the gain information is to be significantly developed. When assessing the quality of the individual areas that is required by the standards, it is necessary to make significant efforts to correctly analyse source data, draw the right conclusions and their subsequent implementation in practice. The respective SER stipulated that the self-evaluation process included analysis of stakeholders' opinions. Monitoring of the program included: Providing for the programme resources, Qualification, clinical experience of the program implementors, quality of programme implementation; Condition of infrastructure and physical and technical facilities; Activities focusing on the development and promotion of students; Percentage of graduates with jobs; Quality assurance system in place at the university, etc. Nevertheless, no analysis was presented. Same situation occurred with the SWOT review. Documentation said: "analysis of the reporting period (2015-2019), the strengths, weaknesses, opportunities, and threats of the program were identified taking into account the impact of external factors." However, only the first step of the analysis was presented, i.e. identification of strengths, weaknesses, opportunities, and threats. The second part of SWOT had not been carried out. This part is the rating component of SWOT. It means it assigns weight/scale (a numerical value) and thus it becomes the mathematic output of the SWOT section functionality, allowing comparison to assess quality. The analysis could not be reviewed as it had not been presented in English.
- These conclusions are then the building blocks for the next level of quality benchmarks. During the accreditation audit, basic documents allowing to get the full picture of reverse

data processing, their analysis and outcome assessment were not presented. Based on the above it is necessary to improve the efforts to address internationalization problems, to utilize the excellent student results in the field of medicine better in the process of internalization, such as overall reconstruction of the website or strengthening the Erasmus programme, localizing more materials into English.

- Summary of Recommendations
- Summary of Suggestions
- Summary of best practices (If Applicable)
- In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)

Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

Descriptive summary and analysis of compliance with standard requirements

The program objectives are clearly set, they are achievable and define the set of knowledge and skills each student must gain. Upon graduating from the one-cycle program, students can continue in the PhD program. The self-evaluation report stated that the educational programme had been reviewed by the Institutional Board and submitted for an opinion to the Office for the University Quality Assurance. Based on their positive opinion, it was approved by the Academic Council and subsequently it was presented for accreditation. The conclusion was not presented during the accreditation.

The Self-Evaluation Report (SER) states that the objectives of the program are set in line with the objectives of the university as a whole. During the survey, they were presented globally, but for future surveys, it would be much more transparent if the objectives were presented using so-called hard source data. It would be appropriate to place this information on the faculty's website as well, as they present its process forward and the level of quality.

During the interview, the representative of the School of Medicine and Dentistry quality department stated that the self-evaluation process was done by the university structural units. The characteristics of the structural units, their job description, information collection methods, their analysis and reflection were added.

SER states that the study program reflects the local labour market requirement, international labour market trends as well as the needs of science and social development. It would be very useful for SER to enrich which analyzes were used to obtain this information.

Evidences/indicators

- Programme objectives;
- Educational programme;
- Website;
- Interview results.

Recommendations:

- Detailed description of source data procession to determine the programme objectives. The source data, ie the categories (geological, material, technical, social, cultural, feedback requirements) in which the evaluation was performed should reflect the goals of the university. and same procedure to meeting the criterion reflecting the local labour market requirements. **Approximation of the description:** What data and for how long was it

<p>processed, what questionnaire was used - standardized x non-standardized / validated, etc., what type of questions - open x closed, the return ratio was determined or not, the lie score was ingrained, what type of statistical processing was used.</p> <ul style="list-style-type: none"> ○ Inclusion of the programme in internationalization and planned reconstruction of the website to make sure that information and presentation about the programme are public and accessible and shared with stakeholders
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Panel suggests presenting the objectives and goals and their updates at the website as needed based on the program and student evaluations ○ Students are involved in research; Panel suggests their result outcomes should be presented at the School website in English and thus support the prestige of the School and internationalization of the School.
<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 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

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 University defined a mechanism and frequency of learning outcome assessment as per the Dean's Decree. The learning outcomes of the program are assessed in individual categories and retrospectively, once a year, they reflect the actual subjects. The learning outcome assessment analysis and comparison of the obtained outcomes with reference values is used to develop the program, modify its content and improve the learning outcomes.

Dean's Decree requires the assessment of achieved study results and student satisfaction survey, as mentioned on one of the forms, in 12 areas.

Individuals involved in the programme ensure provision of information about the teaching outcomes to the people involved. The question where the people are involved remains unanswered. There is a brief description published at the university website.

One of the required standards says that students receive feedback to what extent they achieved programme learning outcomes. SER stipulates that students of the School of Medicine are informed about the learning outcomes of the program and the level of their results and that there are also mechanisms to improve the results. Upon interviewing it was added that the results are discussed and consulted. Nevertheless, no documents showing these analyses, results or comparison were presented. The team believes the School achieves great results and those should be presented publicly at the School website, once again to support internationalization.

It is absolute obvious that the School had undergone significant progress and meets criteria of the presented question: HOW DOES THIS ANALYSIS AFFECT THE STUDY PROGRAM specifically?

Evidences/indicators

- Programme learning outcomes;
- Educational programme;
- Programme objectives;
- Map of programme objectives and programme learning outcomes;

Recommendations:

- Focus on monitoring the percentage of graduate employment
- Make available or publish analyses results
- Engage Student Board to implementing changes in the program

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)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	✓			

2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

2.1 Programme Admission Preconditions

Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions

Descriptive summary and analysis of compliance with standard requirements

HEI has relevant, transparent criteria and accessible programme admission procedures based on the results of the Unified National Examinations, except for the cases defined by the current legislation of Georgia (for international students).

Only the active educational programme is available online, during interview head of QA department mentioned that the renewed programme will be available only after accreditation.

Also students can get acquainted with the information brochure on the web page. According to the information brochure students are offered financial benefits and support. Tuition fee for entrants with gold and silver medals (for Georgian entrants) will be reduced by 20% annually; correspondingly If an entrant chooses the education programme at DAUG as his/her first priority, the tuition fee will be reduced by 15%; If DAUG is an entrant's second choice, his/her tuition fee will be reduced by 10%;

In case of one family members, studying simultaneously at the University, each will get benefit of 10 % tuition fee reduction; University presented for successful students the scholarships after David Aghmashenebeli and Ilia II, Catholicos Patriarch of Georgia.

Regarding SER it was then in 2019 the number of vacant places was 120, and number of admitted students was 129. But number of total applicants was 1235, this means that there was a competition, and approximately 9,57 application was in one place.

During interview session it was obvious that students have been aware of these benefits from HEI. They have close collaboration with dean's office and QA department, in case of application for different tapes of problem they are very supportive to settle all problems regarding teaching and learning. Students satisfaction survey deals on these issues as well.

From SER it is clear, that since 2015 admission rate of students has been increased.

Evidences/indicators

1. Medical Educational Program (Curriculum)
2. The rule of regulating the academic process

<https://sdasu.edu.ge/media/1001542/2019/06/25/ca854ed89ad02052ad2a7865ad29231b.pdf>

3. Webpage www.sdasu.edu.ge

4. . Interview results

Recommendations:

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

Suggestions for programme development:

- o 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

- 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

M.D program at SDASU is presented as integrated program, which was developed according to the "Methodology of planning, development, and enhancement of educational programs" in force at the University. The program is developed following the European Credit Transfer System under the rules established by the legislation of Georgia. The structure of the program (360 credits, 1 ECTS = 30 hours) includes the relevant courses for the principal field of study (354 credits) and the free component (6 credits).

The program is divided into 4 phases: Norm and its assessment (I-II years); Disease and its treatment (III year); Basic Clinical Subjects (IV year) and Enhancement of clinical knowledge (V-VI years). The curriculum of the medical program has partly integrated, system-based character, which envisages both - horizontal and vertical integration between disciplines. At the end of each rotation, the student passes an integrated exam.

During the period of reaccreditation the program was changed, new sector-benchmarks were considered, teaching and assessment methods were brought into line with regulations of M.D. program and new literature was added. Academic and invited staff were involved in the process. Employers worked in the close collaboration with program director and QA department and academic staff for the improvement of practical skills during teaching/learning. Student's survey results were considered as well.

Distance teaching was challenge for university, all university personal, administrative, academic and support staff involved for provided enough support (included technical) for achieving teaching

and learning outcomes of program. HEI purchased Zoom platform, scanned certain pages listed in syllabi of both basic and clinical disciplines in the library. University provided technical support, the distance teaching platform was built into the student page, uploaded lectures and 3D presentations were used as well. The library resources were built in the teaching platform. According to the regulations and the Order of Ministry of Education and Sciences, students are provided with clinical and practical components, also student of SDASU are provided with information regarding special schedule for separate small groups.

Evidences/indicators

1. Methodology for planning, elaborating and enhancement of educational programs;
2. Medical Educational Program (Curriculum);
3. Syllabi of the courses/components;
4. Curriculum map;
5. Materials proving the involvement of stakeholders;
6. The University web page www.sdasu.edu.ge
7. 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

2.3. Course

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

Descriptive summary and analysis of compliance with standard requirements

The credits are distributed among each component defined by the educational program, they include the contact and independent hours required for achieving learning outcomes of a particular component and ensure the opportunity to achieve planned outcomes. But during revising the study plan it wasn't clear how calculation was done, because independent and contact hours sum is not equal to total numbers of hour by each syllabus.

The credits of each component for integrated syllabus correspond to the content of a particular component. But in some integrated syllabi it is not understandable how learning outcomes are achievable. For more visibility team will bring you the following example: for the integrated syllabi (V semester) "Disease Development and Management I, Pathoanatomy / Pathophysiology, Pharmacology, Surgery I, Bacterial Infections." Listed outcomes are all field specific benchmarks (13 issues) listed in the sectoral document. Moreover in the VI semester learning outcomes of syllabi "Disease Development and Management II" are the same. It seems no improvement step by step.

In SER mentioned regarding students workload, and it is written" that Students' workload: 30 credits per semester, 60 credits per year (considering the peculiarities of an individual educational program of the student, his/her annual workload may be more or less than 60 credits, but no more than 75 credits);but by the last changes in the Oder N3, only 15 additional credits are available for the whole 6 year. Doing it annually is impossible.

The basic literature and other teaching materials mentioned in the syllabi of the training courses are relevant to the contemporary issues of the field and ensure compliance with the current requirements of the program. Also accessible on distance.

Evidences/indicators

1. Medical Educational Program (Curriculum);
2. Syllabi of the courses/components;

3. Curriculum map;
4. Study plan
<p>Recommendations:</p> <ul style="list-style-type: none"> • Ensure M.D. program credit distribution by the syllabi and by the semester • Revise an integrated syllabi's learning outcomes, bring in line with the learning objectives • Student's workload should be defined according to the Georgian legislation
<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> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<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>According to program structure, SDASU M.D. programme includes practical clinical skills (more than 10 credits), research skills (10 credits) and professional development skills by semester, depending on students knowledge at different stage of learning. Regulatory document: "Methods of evaluating Learning Outcomes", defines, that Syllabi of the course component describes methods, scores and credits for learning outcomes in details, which is included in assessment</p>

system for clinical skills as well.

The School of Medicine and Dentistry has been a member of the European Medical Students Association (EMSA) since 2018. Students are actively involved in the events.

Students are involved in research activities. They are working under the supervision of teachers in the Institute of Morphology according to memorandum of understanding with SDASU. Students made presentations on the SDASU conferences. In accordance with the present challenges SDASU student presented about “Vaccine Prophylaxis” to the Student Parliament Health Committee .

- Evidences/indicators**
1. Educational Program (Curriculum)
 2. Signed memorandums;
 3. presentation about “Vaccine Prophylaxis”

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

- Suggestions for programme development:**
- o 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**
- 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

<p>2.5 Teaching and learning methods</p>
<p>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</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>SDASU M.D. Program involves various teaching and learning methods: explanation, demonstration, case study, learning in clinical environment, learning in clinical and simulation environment, problem-based learning (PBL), clinical case-based learning (CBL), clinical thinking (CBCR), role playing, group work, clinical rotations in the University / educational institutions: patient bed-side learning, communication with patient, practice with patients (outpatients and inpatients), practical assignments under supervision, etc. but during interview session part of students didn't have proper understanding of all methods. Staff members and invited teachers attend different trainings in the SDASU and out of University as well.</p> <p>The University has developed a methodology for elaborating an individual curriculum plan (ICP). An individual curriculum plan (ICP) is designed by a programme supervisor on the basis of consultations with a student, the personnel involved in the programme and representatives of respective departments of the University.</p> <p>Appeal procedures regulated in university, during accreditation visit it was underway , for built into the students space automatically.</p>
<p>Evidences/indicators</p> <ol style="list-style-type: none"> 1. Medical Educational Program (Curriculum); 2. Syllabi of the courses/components; 3. Academic Process Management Electronic System www.emis.sdasu.edu.ge
<p>Recommendations:</p> <ul style="list-style-type: none"> o 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"> o Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> o 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"> o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p>

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

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

2.6. 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

Students' achievements are evaluated in compliance with the requirements of the Minister of Education and Science of Georgia Orders №3 from January 5, 2007, and №102/n from August 18, 2016. Minimal competency threshold of the midterm evaluation is 21 points. The minimum competency threshold for the final exam is 50% of the maximum grade for the final exam. From the total evaluation sum of the program study component of 100 points, the midterm evaluation share is 60 points. Student achievement on the final exam is evaluated with a maximum of 40 points. The minimum competency threshold for the final exam is 50% of the maximum grade for the final exam.

The evaluation system allows for 5 types of positive evaluations: Excellent – 91 - 100 points; Very good – 81-90 points; ; Good – 71-80 points; Satisfactory – 61 - 70 points; and Sufficient – 51-60 points. The two types of negative evaluation are:(FX) Did not pass – 41-50 points (meaning that a student needs to work more for passing the exam and is granted the right to take an additional examination) and (F) Failed – 40 and less points (meaning that the work of the student is not sufficient and he/she has to retake the course).

Information about the evaluation system and components is provided in the syllabi of the courses/components, At the beginning of the learning process, the lecturer provides the information about the evaluation system, methods, and criteria. During interview some students revealed about OSCE exam by using Simulations, but for these time SDASU not implemented fully these type of exam, it will be done after accreditation .

Within a maximum of three days after the exam, the student will be notified of the exam result. Students receive feedback about their grades which helps them to understand mistakes and improve the results in the future. Under the circumstances of not being satisfied with the exam outcome, students directly approach the administration. Specifically, no later than the second

working day after the official notification of the result, the student can apply to the Dean of the School of Medicine and Dentistry with a substantiated complaint and request a revision of the result; The complaint is reviewed and decided by the Appeals Commission convened by the School Dean Lecturers as well as administration staff are approachable on every day bases.

It is determined that student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.

Evidences/indicators

1. Medical Educational Program (Curriculum);
2. Syllabi of the courses/components;
3. The rule of regulating the academic process
4. interview results
5. Academic Process Management Electronic System www.emis.sdasu.edu.ge
6. Web page www.sdasu.edu.ge

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 methodology and organization, adequate evaluation of programme mastering	✓			

3. Student achievements and individual work with them

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

3.1 Student support services

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

Descriptive summary and analysis of compliance with standard requirements

The University provides timely dissemination of information on administrative matters through e-mail.

The student is supported in the planning and organization of the study process by the program director, program implementing staff, school administration, educational process management service and other structural units that are competent in learning process management information about the start and end of a semester, dates of the final and additional exams will be posted on the University website before the beginning of the academic year. Also, before the beginning of the semester, academic timetables will be posted on the website in the section of the School of Medicine and Dentistry

The hours of consultations with the students are envisaged by the workload scheme of the personnel implementing the programme. Students can get information on the program, its

specifics, structure, components, evaluation methods, etc. from the head of the programme and the staff implementing the programme, also with the help of an e-mail (contact information is indicated in the syllabi). The university takes into account students' social economic status and provides them with various support initiatives. If two individuals from the same family are simultaneously enrolled, each of them shall get a discount on tuition; also, students are allowed to pay tuition fees in several installments, based on their applications submitted to the dean's offices of the school. In addition, a certain category of students (i.e. socially vulnerable individuals, orphans, internally displaced persons, persons with disabilities, etc.) are offered tuition support by the University students .

The Center for Public Relations and Career Development assists students in the proper management of education and career and in relationships with employers. Students are employed at different places , mostly as nurses, but according to the interview students found their jobs independently, without University`s help. Meeting with alumni showed the obtained degree at SDASU was beneficial for their career

Every year, a scientific conference of students is held at the University in order to promote the scientific-research activities of the students. Conference theses are published as a collection financed by the university. The University supports the scientific-research initiatives of students and their participation in local and international conferences. University has created the rule of `Funding students Projects` - according to which, chosen project is funded from the University`s budget. According to the interview, students desire more involvement in international conferences

Based on our observations students receive appropriate consultations and support regarding the planning of learning process and improvement of academic achievement.

Evidences/indicators

- Interviews
- Site visit
- The survey results of the program students;
- Electronic System of Learning Process Management;
- "Rule for Funding Students' Projects"

Recommendations:

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

Suggestions for programme development:

Strengthening of carrier development services and internationalization

<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>3.2 Master's and Doctoral Student supervision</p>
<p>Master's and Doctoral students have qualified thesis supervisors</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ 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)
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and 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
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)
Evaluation <ul style="list-style-type: none"> ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard <ul style="list-style-type: none"> <input 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
Student achievements and individual work with them	✓			

4. Providing teaching resources

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

4.1 Human Resources

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

Descriptive summary and analysis of compliance with standard requirements

Academic and invited staff have different types of contracts depending to affiliation and involvement in academic and research activities. During interview it became clear that they perfectly understand their involvement with SDASU, their duties and responsibilities. The following types of personnel are distinguished according to workload, functions and remuneration at the University: Affiliated academic staff; Academic (non-affiliated) staff; Scientific staff/researcher and invited personnel.

We would like to underline that academic personnel and invited teachers meet the requirement in clinical subjects, such as relevant certificates in relevant field, teaching and clinical experience

In 2018-2019, training was planned and implemented/funded by the Scientific Research and Life-Long Education Center and the Personnel Management Department to improve the staff qualifications. According to the information in EMIS QMS database, some invited and academic staff have more the 40 hours in a week workload for providing acting medical program.

The Head of the program has necessary knowledge and experience required for programme elaboration. He is not personally involved in the program implementation. According to regulated document of SDASU “ Planning, Creation and Development Methodology of Educational Programs” mentioned in Article 3” The educational program may be coordinated by the appropriate qualification , invited by rector”. According to the EMIS QMS database, currently he works with different universities, in two universities as an active professor (he is affiliated with one of these universities), and as an invited teacher elsewhere. Above mentioned casts doubt on the sustainable development of the program.

Evidences/indicators

1. Personal files of the staff implementing program;
2. Contract samples;
3. “Methodology of determining the number of academic and invited staff”;

Recommendations:

- Consider invited and academic staff workload for sustainable development of M.D. program
- Ensure program director close collaboration into the implementation, monitoring and evaluation of these programs in SDASU

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

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

Evaluation

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

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

4.2 Professional development of academic, scientific and invited staff

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

Descriptive summary and analysis of compliance with standard requirements

SDASU action plan for 2018-2020 (on the web page) clearly shows the directions of strategic development, although it does not indicated the financial resources for each activities. At the same time, the budget of School of Medicine and Dentistry for supporting the professional development of academic and invited staff is not specified. This question was raised during interview the session and the University representatives clarified that HEI has increased budget and reserve fund, which ensures the allocation of necessary expenses for university.

The University has developed a rule for evaluating the performance of academic and invited staff, which aims to define the criteria for evaluating the performance of the academic and invited staff of the University. During interview it was obvious, that personal is actively involved in these process.

In 2018-2019, training was planned and implemented/funded by the Scientific Research and Life-Long Education Center and the Personnel Management Department to improve the staff qualifications.

Academic and invited staff attended different trainings for teaching and evaluation with modern

methodology, such as "Medical Education Methodology", "Preparation of Scientific Grant Application."

"Problem-Based Learning and Value Education Methodology"; "Objectively Structured Clinical Exam (OSCE)" and etc. Provided trainings for administrative staff scope on management and organizational development. HEI also has the plan for further trainings. According to the survey results of the program students, students (93.7%) positively evaluate the qualifications of the lecturers, 94.1% of students are satisfied with the work of the University administration. Provided different types of training for administrative staff as well.

Evidences/indicators

1. "The Rule for Evaluation of the University's Academic and Invited Personnel Activity";
2. Personal files of the staff implementing the program;
3. Events conducted for the purposes of development of academic and invited personnel (training, conferences, etc.).

Recommendations:

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

Suggestions for programme development:

- o 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

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

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

4.3 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

During accreditation site-visit in SDASU the panel got acquainted with the library, The University library contains the different areas: reading halls, spaces for meeting and group work, etc. There is approximately 25 000 books in the library catalogue, but no separate database of books for M.D. program. We found random books, mentioned in syllabus in the library by basic sciences and clinical subjects (pediatrics, obstetrics gynecology, Psychiatry) in very short time. The library contains compulsory literature and other study materials (including on the electronic carriers) defined by the syllabi of the training courses.

The annually budget of existing library is 42000GEL (for 2019, and 46620 GEL for 2021) for school of medicine and dentistry for updating the literature in accordance with the ongoing development of educational program and the implementation of scientific-research activities. The library resources are accessible for students even from outside of the campus. Student's can get the scanned parts of the books indicated in syllabi using the confidential code. HEI ensures students with an electronic library catalog "open biblio", where the students have an opportunity to use the electronic management system www.emis.sdasu.edu.ge, which also provides e-catalog services. International electronic library databases are available to students and staff.

The HEI presented the multidisciplinary innovation center for virtual laboratories, which was opened within the TEMPUS grant project about "Establishment of Multidisciplinary Innovative Centers for the Development of Virtual Laboratories in Biology and Medicine (EMICVL)". Bio-chemistry lab is equipped and supplied for appropriate activities according the syllabi, considering safety norms in laboratories.

In order to carry out educational and research activities, the University has an affiliated clinic (Medical Center "Helsicor"), has signed memoranda of understanding in 2021, where mentioned about practical support for M.D. program's (groups with 15 students) provided practical training in the clinic in Internal Medicine, Surgery and Neurology. In the clinic "New Hospitals" students are allowed to attend practical trainings in Ophthalmology, and in the „Mental Health and Drug Addiction Prevention Center“, provided theoretical and practical activates regarding Integrated syllabi (with Psychiatry).

Memoranda with Institute of Morphology and with the Ivane Beritashvili Center for Experimental Biomedicine Indicated collaboration for development and implementation of joint research, educational, grant projects. During the interviews with academic and invited staff and with students it was clear that students had possibility to work in labs of above mentioned institutions, according to syllabi in Anatomy and Topographic Anatomy.

SDASU used to antiplagiarism program (Strike-Plagiarism) , has procedures and regulations, which is known by academic and invited staff as well.

SDASU Clinical Skills Center is equipped with mannequins, moulages, medical equipment and tools and provides practical skills according to sectoral Benchmarks for development and implementation M.D. program.

In skills lab we found sewing moulages created in the university for additional training.

Additional pads for intracutaneous and intravenous injections and other materials as well were stored.

SDASU has in place the fire safety and first aid mechanisms with the corresponding inventory. Buildings have additional emergency exit where door opens inside out. University has safety cameras installed on the inside and outside perimeter of a building.

According to the survey results of the program students, students (85.7%) positively evaluate the clinical bases, 84.4% believe that the clinical disciplines provided by the program and the relevant material resources/clinical bases contribute to their professional development. The library is positively evaluated by 81.2% of the surveyed students, etc.

Evidences/indicators

1. The Library Regulation

<https://sdasu.edu.ge/ka/chven-shesakheb/normatiulibaza>;

2. Results of the students' surveys;

3. Electronic System of Learning Process Management www.emis.sdasu.edu.ge;

4. Signed memorandums;

5. The Statute of Security Service Department at SDASU

- <https://sdasu.edu.ge/ka/chven-shesakheb/normatiuli-baza>.

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

HEI allocated money from different sources, such as the tuition fee - the state grant and financial resources from other economical activities. In SER there is mentioned that in 2019-2022 at least 9-12% revenue growth is intended annually.

The University has presented the Unified Budget for the School of Medicine and Dentistry for 2020 year and after additional request the Budget for 2021. At a glance, it was obvious, that the budget increased from 1 140736 to 1 302488 GEL. The financial resources are focused on effective implementation of activities. But for more comprehensive understanding the allocation and distribution of money and for transparency of the assessment of sustainable development and implementation of M.D. program, it will be better to divide budget by the programs inside to schools' budget. Also, if we consider the fact that both programs are expensive, it requires the purchase of dental materials, mouldages, mannequins and simulators during teaching activities. During interview experts raised these questions, but representatives of university revealed that they had the reserve fund, which also covers all other expenses incurred in the teaching process. HEI has regulatory documents where responsibilities and accountabilities are written, also there is the document on the establishment of the financial management and control system, the document on evaluation of operation of the financial management and control system, reports elaborated by an authorized auditor/audit firm and corresponding financial reports.

Evidences/indicators

- Budget of the School of Medicine and Dentistry 2020 and 2021

Recommendations:

- 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"> ○ It will be desirable to present the budgets of separate programs in the budget of the School of Medicine and Dentistry
<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> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

<p>5.1 Internal quality</p> <p>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</p>

assurance results for programme improvement.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>As mentioned at the beginning and sections 1.1 and 1.2 the School of Medicine Department of Quality organizes data collection, their analysis and processing, both on student satisfaction, employee satisfaction, labour market trends, success rate of graduates and others. The Quality Assurance System operates according to the cycle "Plan - Do - Check - Act" (PDCA principle: P - plan ; D - do; C - check; A - act).</p> <p>The following compliant aspects are checked in the evaluation of the educational programme: learning outcomes and program objectives are in compliance with the competencies defined in the qualification description; Forms and criteria of student results assessment are in compliance with the rules stipulated in legislation; Teaching methods are in compliance with the objectives and results of the programme; Compliance of materials and facilities with the programme; Compliance of the programme with human resources available, etc.</p> <p>When assessing the training course / components the following issues are checked: Compliance of teaching methods with the study course objectives and expected outcomes; Fulfilment of study objectives, content of the study course and learning results; Compliance of the study course with the specified mandatory and optional literature; Transparency of student result evaluation and multicomponent nature; Achievement of corresponding competencies as a result of objective fulfilment of the study course, using the available materials and facilities, etc.</p> <p>Data processing and evaluation at SDASU respects the required standards. Individual involved in quality management for the Medicine programme cooperate with internal work groups at the university when planning the program quality assurance process, defining evaluation tools and evaluation result analysis. The School utilizes the quality assurance results to improve the programme and they are taken into account when adopting decisions about the programme. During the interview it was declared that the annual self-evaluation rreport is prepared with active support and engagement of academic and administrative staff. This report was not presented. The quality department applies the PDCA principle (plan – do – check – act), with specific steps and objectives for each of the levels.</p> <p>The quality department works very well and cover the quality assurance and engagement of the entire programme, both horizontally and vertically.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Internal quality assurance service ○ Activities and changes made in order to eliminate weaknesses identified during self-evaluation report elaboration process; ○ Interview results.

<p>Recommendations:</p> <ul style="list-style-type: none"> ○ For the future development of the faculty, at least the key quality evaluations should be in English and published on the website.
<p>Suggestions for programme development:</p>
<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>The quality department processes the results of external quality assurance. The results of the external evaluation at the university are used to ensure and increase quality. The external evaluation of the university is carried out by LEPL according to the decision of the Accreditation Council of Educational Programs N388 of 2 December 2011. The program regularly uses the results of external quality assurance and their results are presented to the Academic Council and the University Commission. Quality results are compared on a national scale.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Results of the interview during the investigation. • Based on the results of external quality assurance of the declared change;

<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"> ● Due to the great progress and active enthusiasm, the program and the quality results could be compared on an international scale.
<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

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

Management, development and analysis of the study program evaluation is provided and implemented regularly and is carried out through a working group in which academic, researchers (external, internal), administrative staff, students, but also graduates (alumni club), cooperating medical facilities are involved.

The evaluation is carried out in sections-cumulatively and the results of the evaluation are used to improve the program.

The individual sections of the loss evaluation are divided into analyzes monitoring the results of students' knowledge and skills, which are linked to the internal evaluation of the quality of the program ad 5.1.

The next section is the monitoring of MTP resources, ie material, technical and personnel spectrum of educational program resources and the following area is the analysis of various quantitative indicators determined operatively according to the need and process development, eg number and proportions of registered and outgoing students, program completion duration of the program, rate of further study at the next level of higher education, rate of employment of graduates.

The processed results are discussed and the evaluation results are linked to internal evaluation mechanisms and complement and influence each other. The faculty provides external and internal feedback.

Program leaders, together with representatives of the academic community and the quality department, regularly check the content of program components, determine the need to update / change topics and referenced literature, teaching / learning methods and assessment components, need to update / supplement material resources, etc.

Based on the documented, the study program is regularly monitored. Based on the results, it is adjusted to ensure its modernization.

The supervisory method of evaluating the teaching of academic and invited staff is performed using a predetermined manual for classroom observation using internal and external evaluators.

As already mentioned in the previous evaluation, each learning module is subjected to a quality evaluation at the end, on the basis of which the effectiveness of the whole program is cumulatively evaluated.

From this process, they were able to identify quality reserves, namely the need for retrospective involvement of graduates in the process of program development, which can be predicted improvement over the years with an increasing number of graduates.

Evidences/indicators

1. "Internal mechanisms of quality assurance";
2. Survey forms;
3. Results of the students' surveys.

Recommendations:

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

Suggestions for programme development:

- o 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)
<p>Evaluation</p> <p>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme’s Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI’s Name:

Higher Education Programme Name, Level of Education:

Number of Pages of the Report:

Programme’s Compliance with the Standard

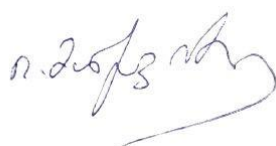
Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Educational programme objectives, learning outcomes and their compliance with the programme		✓		
2. Teaching methodology and organization, adequate evaluation of programme mastering		✓		
3. Student achievements and individual work with them	✓			
4. Providing teaching resources	✓			
5. Teaching quality enhancement opportunities	✓			

Expert Panel Chair's



Radka Filipcikova, MSc., PhD., MBA, LL. M., MPA

Expert Panel Members'



Prof. Irma Manjavidze M.D., PhD. AFAMEE



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