



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## **Accreditation Expert Group Report on Higher Education Programme**

**One-Cycle Medical Doctor Programme**

**Batumi Shota Rustaveli State University**

22nd/23<sup>rd</sup> July 2021

Final Report Submission Date

3<sup>rd</sup> August 2021

Tbilisi

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

Name of Institution Indicating its Organizational Legal Form	Legal Entity of Public Law - Batumi Shota Rustaveli State University
HEI's Identification Code	245428158
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	Medicine
Level of Education	One-Cycle Medical Doctor Programme
Qualification Granted <sup>2</sup>	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)	Accredited Decision N 361 25.11.2011 of the Accreditation Council for Educational Programs Expiry date; 01.07.2021

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Mairi Scott University of Dundee Scotland UK
Member (Name, Surname, University/organization/Country)	Professor Khatuna Saganelidze New Vision University Georgia

<sup>1</sup> In case of joint programme, please indicate the HEIs that carry out the programme. If the joint programme is carried out in collaboration with the foreign HEI, indicating ID Number and Organizational-legal form is not obligatory

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

Member (Name, Surname, University/organization/Country)	Associate Professor Tamar Goderidze University of Georgia Georgia
Member (Name, Surname, University/organization/Country)	Mr. Davit Makasarashvili Tbilisi State Medical University Georgia
Member (Name, Surname, University/organization/Country)	Mr. Georgi Gabisonai Georgian American University Georgia

## Accreditation Report Executive Summary

### ○ General information on the education programme

Batumi Shota Rustaveli State University was formally established in 1990 having been before the Batumi Pedagogical Institute. As a state University it developed in size, scale and scope and now is comprised of 7 Faculties of which the Faculty of Natural Sciences and Health Care is one. The faculty offers a range of undergraduate and postgraduate degrees including One-Cycle Educational Programmes in Dentistry, Medicine (English) and Medicine (Georgian). The programme considered by this report is the MD (Georgian) programme.

This programme was accredited in 2011 (Decision N361 of November 25, 2011, of the National Center for Educational Quality Enhancement) and was designed to comply with the Higher Education Program Accreditation Standards, the National Qualification Framework, and the sectoral characteristics of the Educational Program in Medicine. The programme is a 6-year programme leading to the award of 360 credits over 12 semesters. It is partially integrated (vertically and horizontally) and structured in three stages - basic, preclinical, and clinical and in order to allow students to develop clinical thinking and basic clinical skills from the outset the programme delivery uses a mix of PBL, CBL methodology and the assessments are a mix of traditional essays and OSPE/OSCE examinations in the first two phases. In the Clinical phase the assessment is through 360\* observed activities held as part of the clinical attachment within a range of different clinics.

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

The Self Evaluation Report and associated documents were sent to the expert panel on 9<sup>th</sup> July 2021. The panel identified the particular Standards which best matched their expertise although all members reviewed all the documents and prepared areas of enquiry for the 2-day review meeting scheduled for July 22<sup>nd</sup>/23<sup>rd</sup> 2021. The 2-day review was conducted remotely using Zoom and during the visit the panel identified several documents which were needed to add further information and evidence and these were submitted just after the visit was completed. The actual site visit to BSU University and associated clinics took place on 23<sup>rd</sup> July with 2 members of the expert panel in attendance with others connected by live video.

**Day 1 & 2 Meetings** ; These were conducted according to the planned timetable of meetings with the University Administration , the Self-Evaluation team, the Heads of programme, the Academic staff, Invited staff, Employers, Students, Graduates, the QA department and an additional visit with the Head of Programme and the Dean. All members of the expert panel asked questions of the BSU representatives and contributed to the informal feedback given to BSU at the end of the visit.

**Day 2 Site Visit**; Although only 2 of the 5 panel members able to attend in person, the visit was made accessible to all expert panel members through the use of a mobile phone video camera and this allowed additional input/questions from the remote panel members. Specific areas chosen for the visit were the Medical Education and Medical Professional Development Centre (including the OSCE rooms), laboratory facilities(including the Western Georgia Regional Chromatographic Centre) and areas where students can gather either socially or for self-study. An onsite demonstration was given of the Student Portal (add URL) by the Head of the Department of Student Career Development, Culture and Sports. The site visits to clinics were to the M. Iashvili Batumi Maternal & Child Central Hospital, and the Batumi Referral Hospital. There was a short summary presentation of the findings of the Expert Panel given to the senior Faculty members and it was emphasized that this would be shared in more detail with the faculty through the release of the draft report. There was an exchange of mutual thanks for the shared experience and the opportunities the process had created for learning and development.

A draft report was submitted to NCEQE on 2<sup>nd</sup> August 2021.

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

Overall the programme is mostly compliant with the regulations however there are some areas which need attention which if addressed at this stage in the programmes development will prevent future challenges occurring later on in the Clinical Phase when it is fully operational. The integrated programme is appropriately based on the educational pedagogy underpinning the curriculum and assessment design and is aligned to the National Qualification Framework and the Sector Benchmarks for Higher Education Medical Programmes.

### **1. Summary of Recommendations**

1. (1.2) The processes of monitoring student progress in achieving the program learning outcomes throughout the program, should be made clearer. Ideally with examples of improvements made as a result of data gathered and analyzed (e.g. integrated learning and assessment, PBL tutor skills and OSCEs).
2. (2.2) It is recommended to review for accuracy and consistency and correct where necessary the hourly distribution information reflected in the syllabi.
3. (2.2) It is recommended to review the prerequisites for study modules (courses)
4. (2.3) Criteria for evaluating learning outcomes should be revised in the syllabi: assessment methods should correspond to the content and learning outcomes of the course and all the learning outcomes of each course should be assessed.
5. (2.3) It is recommended to replace the books with new editions. In case Georgian-language literature is not published, it is necessary to prepare handouts both electronically and in print.

6. (2.6) Student assessment methods should correspond to learning outcomes in each course.
7. (2.6) Given the importance of assessing the development of students clinical skills effectively throughout the programme and especially in the Clinical phase where many of the higher level skills are developed and refined it is recommended to further develop OSCE examinations in other courses of the program
8. (2.6) It is recommended to refine assessment criteria in 360-degree evaluation method, determine its correspondence to learning outcomes and train all involved evaluators.
9. (3.1) The University should strengthen international connections; create more opportunities for students' international mobility and participation in projects and conferences outside the University.
10. (4.2) Establishment of dedicated staff member(s) to be responsible for the scoping and planning of staff training and development, as well as creation of timeframe for staff development
11. (4.2) Establishment of systematic staff training for OSCE, PBL, 360 Degree assessments and others.
12. (4.3) It is recommended to further develop OSCE examination centre in order to allow an expansion of the OSCE examinations for additional aspects within the programme
13. (5.1) BSU should review its approach to Quality Assurance of its assessment processes in order to reduce variability amongst student's achievement of the learning outcomes. This is particularly true in the use of Essays in the Basic Science phase of the programme being marked by many different tutors without moderation and the lack of robust standardization of the 360\* assessment planned for the Clinical Phase of the programme with multiple assessors, different locations and different types of clinical cases being used as the basis of making judgments about the students' levels of ability.
14. (5.1) The use of Essays as assessments in the initial phase of the programme should be quality assured by the adoption of a moderation process both within individual modules if marked by more than one assessor and across all modules undertaken in each semester.

○ **Summary of Suggestions**

1. (1.2) Review and improve the 360\* assessment throughout the clinical modules teaching process using standardized tools e.g., DOPS, MinCEX.
2. (2.1) It is advisable to determine through the university examinations the basic knowledge of the subjects necessary for the study of the medicine program of the applicants (accepted without Unified National exams) for example in biology or chemistry
3. (2.3) The outdated books issue is inevitably a recurring problem and given that the programme requires students to learn basic research skills (through the GCP Nida training online platform which is in English) and that the literature of medicine world- is also mostly in English, students should be encouraged to develop English language skills that allows them to read beyond textbooks provided in Georgian as these are likely to be out-of-date quickly and so less accurate in regard to medical knowledge and clinical practice.
4. (2.4) Capacity within clinics to provide access to appropriate number of patients across all clinical subject areas may change as the integrated curriculum develops further and it is suggested that BSU keep this matter under close review
5. (2.6) BSU might consider moving away from Essays as a test of achievement in the initial phase of the programme and adopting online assessments in the form of multichoice SBA/EMI assessments.

These would allow a more accurate check on student knowledge and application of knowledge and increase the integration of knowledge acquired across a range of modules. An additional benefit is that the marking process can become more efficient and less variable leading to increase standardization overall.

6. (3.1) The University might consider ways to make the role of the of the “group curator” clearer to students so that the intended benefits of having such a role are realized.
7. (4.3) The time schedule about utilization of existing laboratories for different programs should be in place
8. .
9. (5.2) The relationships BSU have with colleagues in other medical schools in Georgia offering advice on programme development and delivery could be enhanced by inviting some of these senior colleagues to act as ‘external examiner’ to the programme as a way of allowing regular oversight with suggestions for improvement from people working in similar context and environments.
10. (5.2) As BSU wish to seek input and advice on their programme from foreign universities one possible approach would be to seek staff and student exchanges for short periods with the expectation that those going out from BSU share their learning with colleagues on return.

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

1. (4.3) The BSU electronic student portal (<https://portal.bsu.edu.ge/>) is an excellent tool that has been designed specifically to ensure ease of student access to comprehensive information and materials about their programme
2. (5.1) The BSU electronic student portal (<https://portal.bsu.edu.ge/>) allows students to provide feedback on their programme through this site and so it offers consistency in data handling and a way of sharing feedback on data analysis and through this the processes of collecting and analyzing data are objectively carried out in a transparent manner

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

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

## Compliance of the Programme with Accreditation Standards

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

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

#### 1.1 Programme Objectives

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

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

The University has a mission to serve the Adjara region - located in the country's southwestern corner, that has shortages of local medical doctors in certain specialties. Health is an important field for the university and the main effort is to contribute achievements and increase quality by producing specialist doctors for the region and increasing medical research.

The university has offered a local medical programme since 2013. The programme was not revised yet. 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.

#### **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
- 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:**

- 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

**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**

Learning outcomes are substantially consistent with programme objectives, based on Georgian national benchmarks and the Basic Medical Education Standards of the World Federation of Medical Education.

The outcomes of studying process includes clinical knowledge, skills and judgement as well as ethics and professionalism and the results are measurable and realistic. This approach is in keeping with contemporary local and international methods of developing the skills necessary for a practicing physician in particular the development and maintenance of high standards of patient care and ability to be an effective self-directed lifelong learner. Assessment against the learning outcomes is conducted regularly, using multiple methods. Teaching faculty understand the program although



there is still a further need for substantial professional 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 and 360 degrees assessment model in practical modules especially. The 360-degree assessment model suggested is described in the BSU SER as 'one of the most complex evaluation methods' which 'involves the student assessing himself / herself and his / her evaluation by observers. This method allows to test both the student's knowledge and skills, as well as his / her attitude towards patients, colleagues and other members of the environment'. The assessments are to be carried out by are assessed by the student himself / herself, as well as the lecturer, patient and clinic staff.

**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:**

- The processes of monitoring student progress in achieving the program learning outcomes throughout the program should be made clearer. Ideally with examples of improvements made as a result of data gathered and analyzed (e.g., integrated learning and assessment, PBL tutor skills and OSCEs).

**Suggestions for programme development:**

- Review and improve the 360\* assessment throughout the clinical modules teaching process using standardized tools e.g., DOPS, MinCEX.

**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**

Enrollment in the program is in accordance with the rules established by the legislation of Georgia and the Resolution 111 of the Academic Council of Batumi Shota Rustaveli State University on October 8, 2015 - in accordance with the "Regulations of the BSU-educational process. Georgian citizens may obtain student status of BSU through the Unified National Exams; as well as without

taking them for the citizens of Georgia who have received full general or equivalent education in a foreign country for the last 2 years (same rules as for foreigners); Persons, who studied/are currently studying and have received credits abroad in higher educational institutions recognized by the legislation of the host countries. During the interviews, it was revealed that applicants (accepted without national exams) are admitted only on the basis of the interview. It is advisable to determine through the university examinations the basic knowledge of the subjects necessary for the study of the medicine program of the applicants, (who do not hold the UNE qualification) for example in biology, chemistry. Prerequisites of the Program and rules for admission at BSU are public and accessible. Programme admission preconditions and procedures are consistent with existing legislation.

**Evidences/indicators**

- Educational Program
- Self-evaluation report
- "Regulatory rule of BSU-educational process"
- Interviews with administration and Heads of Program
- University website

**Recommendations:**

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

**Suggestions for programme development:**

- It is advisable to determine through the university examinations the basic knowledge of the subjects necessary for the study of the medicine program of the applicants (accepted without Unified National exams) for example in biology or chemistry.

**Best Practices (if applicable):**

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

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

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

**Evaluation**

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

- Complies with requirements

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

## 2.2 Educational Programme Structure and Content

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

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

The Educational Program was approved at the Meeting of the Academic Council, Resolution №06-01/40 and Reviewed at the Faculty Board Meeting Protocol №27-05/5, 27.05.2021. The following actions were taken in order to elaborate educational programs:

- Analysis of the materials required by BSU legal acts (labor market research, employment index of graduates from last 5 years, material and technical, library and human resources, scientific researches in relevant directions, etc.).
- Monitoring the creation of work group, curriculum committee and the work plan.
- Assessment of the progress made by the work group and the curriculum committee (determination of goals of educational programs, study results, teaching and learning and assessment methods, study and scientific components, their amount and content, selection of literature etc.).
- Monitoring the process of elaboration of program self-assessment report.

Responsibility for the elaboration and assessment of the educational programs rests with the head of the program and the participating personnel, as well as the dean of the faculty, head of the field department, quality assurance service of the faculty and the field department coordinator.

The program is a one-cycle higher educational programme, corresponding to the 2nd stage of higher education and in accordance with the Georgian legislation and the European credits transfer system. The duration of the program is 6 years, the volume is 360 ECTS credits, and it consists of 12 semesters. One credit corresponds to 25 hours. The program states that: the total number of hours is 9000 hours; Of these, 5399 hours are contact hours, and 3601 hours are devoted to independent work. The university must bring these figures in line with the real data. The additional document submitted by the University during the visit at the request of experts contains different data.

The medical education program is designed considering the requirements of accreditation standards for higher education programs, the Framework of National Qualifications and the Medicine Sector benchmark. The program is partially integrated, includes both transdisciplinary modules as well as separate training courses. According to Program the knowledge and skills in major sectoral

competencies are developed at an interdisciplinary modular phase, which is divided into three vertical phases:

- I. Reference phase,
- II. Preclinical phase,
- III. Clinical phase.

11 credits in the program are devoted to the research component. This component of the programme (including each individual course: "Medical Informatics, Biostatistics", "Scientific Research in Medicine, Research Design", "Evidence-Based Medicine, GCP, Clinical Studies") is sequential and logically structured.

A student's introduction to the clinical environment begins in the first semester with an "Introduction to the Profession" module, which lasts throughout the course and peaks in the twelfth semester, entirely devoted to practice (30 ECTS credits). Clinical skills courses are distributed - Clinical Skills - First Aid, Basic Medical Manipulations, Simulation Propaedeutics, Simulation Surgery, Laboratory Diagnostics (total 19 ECTS credits).

A student chooses subjects in different semesters based on the selectivity principle, at first - with an abundance of courses aimed at developing general, transferable knowledge and skills (Arts, basics of marketing and management, etc.), and in the senior courses, there are elective courses in the specialty of surgery, internal medicine and pediatrics (30 credits in total).

Most of the modules (courses) do not have prerequisites. For example, the module "Damage" and "General Surgery". It will be difficult to cover the content of the aforementioned modules without the knowledge of normal anatomical and physiological conditions of cells, organs or systems. It is recommended to review the issue of prerequisites for study modules.

#### **Evidences/indicators**

- Educational Program
- Self-evaluation report
- Course Syllabuses
- № 37 Resolution of the BSU Academic Council of June 15, 2017 "On the Approval of the Rules for the Development, Assessment and Development of the BSU Academic Higher Education Programs"
- Faculty Board Meeting Protocol №27-05/5, 27.05.2021

#### **Recommendations:**

- It is recommended to review for accuracy and consistency and correct where necessary the hourly distribution information reflected in the syllabi. It is recommended to review the prerequisites for study modules (courses)

**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**

- The following courses have been included in the new program in order to bring them in line with the qualification framework and the field standard of medicine, as well as considering the unavoidable need for a research component in the field: "Medical Informatics, Biostatistics", "Scientific Research in Medicine, Research Design", "Evidence-Based Medicine, GCP, Clinical Studies" (11 in total).

**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 syllabi of Study Courses/modules contain all necessary information: number of credits and hourly distribution according to student's workload, Course format, admission prerequisites, the aim of the course, learning outcomes (LO), content, teaching-learning methods, assessment criteria, literature. The topics mentioned in the syllabi reflect the content of the program and are relevant to the learning outcomes. Also, student learning outcomes of each compulsory course are in line with program learning outcomes and they are in line with the descriptor of the appropriate level of qualification in the higher education qualification framework and Sector Benchmarks.

The ratio between contact and independent hours is logical. It takes into consideration peculiarities of the courses, but in some syllabi contact and independent hours are distributed differently and contain technical inaccuracies (“Emergency care for children”). For example, in the Syllabus “Traumatology” exam hours are calculated as independent hour, but in other syllabi Final Exam is calculated as a contact hour. In the same syllabus, the final exam is indicated for 2 hours, and elsewhere for 4 hours. In some syllabi corresponds to the content and learning outcomes of the course.

During the interview, the head of program confirmed that the exams are considered as contact hours and there are technical errors in syllabi. Uncertainty was also caused by the number of weeks on which the course content was spelled out. For example, the course topics “Ophthalmology and Otorhinolaryngology” are designed for 20 weeks, while the semester covers 15 weeks according to regulation.

A review of the syllabuses revealed that every learning outcome of each course is not assessed adequately, especially practical skills. For example, in the syllabi of “Ophthalmology and Otorhinolaryngology” it is mentioned that after completing the course student will be able to do “External examination of the eye; Checking the eye pupil reflex; Assessment of eyeball movement; Manipulations of the eyeball” but there are no any practical assessment criteria which ensures the achievement of intended learning outcomes. Also the module “Allergology, Dermatology” , “Urgent and critical situations”, “Oncology and palliative care” has no criteria whatsoever for assessing practical skills.

Criteria for evaluating learning outcomes should be revised in the syllabi: assessment methods should correspond to the content and learning outcomes of the course. Additionally, every learning outcome of each course should be assessed appropriately.

Compulsory textbooks and other reading materials listed in some syllabi are outdated. For example:

- “Paeditaric” I.kvachadze. M.gelovani \_ Children’s Diseases 1995; I. Kvachadze. M. Gelovani \_ Childrens’ Diseases 1995,
- “Radiology” I.Avazashvili 2000
- “Allergology, Dermatology” D. Sakvarelidze 1994

These books cannot take into consideration the latest information and research in the field and ensure programme’s compliance with modern day requirements. The books need to be updated and replaced with new editions. In case Georgian-language literature is not published, it is necessary to prepare and distribute handouts both electronically and in print.

#### **Evidences/indicators**

- Educational programme;
- Syllabi
- Interview results
- Self-evaluation report

#### **Recommendations:**

<ul style="list-style-type: none"> <li>○ Criteria for evaluating learning outcomes should be revised in the syllabi: assessment methods should correspond to the content and learning outcomes of the course and all the learning outcomes of each course should be assessed.</li> <li>○ It is recommended to replace the outdated books with new editions. In case Georgian-language literature is not published, it is necessary to prepare handouts both electronically and in print</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ The outdated books issue is inevitably a recurring problem and given that the programme requires students to learn basic research skills (through the GCP Nida training online platform which is in English) and that the literature of medicine world- is also mostly in English, students should be encouraged to develop English language skills that allows them to read beyond textbooks provided in Georgian as these are likely to be out-of-date quickly and so less accurate in regard to medical knowledge and clinical practice.</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input checked="" type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

#### **2.4 The Development of practical, scientific/research/creative/performance and transferable skills**

Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes



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

The research-based teaching in the BSU MD program is carried out through mandatory courses. This cycle was developed on a unified basis and disseminated on a graded principle from simple to complex at different stages of the curriculum. During the research learning courses, the student masters the necessary criteria for conducting research, the ability to set the research design question and problem correctly. During the interviews and the site visits panel members observed that students have opportunities to be involved in different research projects. University has very well-equipped scientific research centres (Chromatographic Center of Western Georgia, laboratories of Chemistry, Immunogenetics, Cell Biology, Pharmacognosy). University implemented the innovation to ensure research learning outcome of Medical program: the scientific research is offered by the academic staff and the student can make a choice according to his/her field of interest. 3 semesters are dedicated to prepare a research paper. During this period, the author of the topic, under the direct supervision of the professor, completes his/her thesis (observing all the norms required for research) and already in the 6th year, where he/she will pass the cycle of "Evidence-Based Medicine, GCP, Clinical Trials", the student will defend his/her paper on the appointed day, the evaluation of which will be reflected in final exam assessment.

In the final part of research cycle, one of the student's current assessment components is the mastery of the electronic module and obtaining the relevant certificate (<https://gcp.nidatraining.org/>).

In order to develop necessary clinical skills, the program provides courses that take place in the simulation center, as well as in clinics (bedside teaching). Programme practice component is organized and planned according to programme learning outcomes and students have the opportunity to develop clinical skills under the supervision of experienced physicians in the University affiliated clinics. However, with an integrated curriculum students often keen to see a considerable number of patients with wide ranging conditions in order that they can reinforce the case based learning with their own hands-on clinical experience. As such it may be necessary to increase clinical teaching capacity to realize the benefits of the integrated approach to clinical learning. Within the framework of the memoranda signed between Klaipeda University and BSU, students have the opportunity to do internship abroad in the various directions of the medical field.

Various elective courses offered by the program to develop transferable skills.

Programme ensures the development of students' practical, scientific/research and transferable skills and their involvement in research projects, in accordance with the programme learning outcomes.

### **Evidences/indicators**

- Memoranda
- Educational programme;
- Syllabi
- Interview results
- Self-evaluation report
- Survey results conducted by the higher education institution

<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ Capacity within clinics to provide access to appropriate number of patients across all clinical subject areas may change as the integrated curriculum develops further and it is suggested that BSU keep this matter under close review</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>2.5 Teaching and learning methods</b></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><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The program describes in detail the teaching methods, as well as their descriptive part. Methods of teaching/learning listed in the program include problem-based learning, case-based clinical reasoning CBCR, Explanatory Method, Action-oriented Learning, competency-based learning, Heuristic method, brainstorming, portfolio-based learning, e-learning, patient-oriented learning, lectures, Collaborative Work, Clinical Practice/Bedside Learning, group learning, Role-playing and</p>

Situational Games, presentations, Laboratory Work, practical classes and training of clinical skills. Program is implemented using student centered teaching and learning (SCL) methods. In clinical skills rotation medical simulations are used for the development of students' clinical skills: in a safe environment student work with mannequins, they work as groups and acquire teamwork experience that is very important for their further practice, they develop skills of CPR, BLS, ACLS, trauma management and other manipulations.

Teaching and learning methods are flexible and take student's individual needs into consideration. T/L methods of each course correspond to the level of education, course content, intended learning outcomes and ensure their achievement.

Resolution №37 of the Academic Council of June 15, 2017 on the Approval of the Rules for the Development, Evaluation and Development of Higher Education Programs at BSU approved the mechanism for drawing up an individual curriculum for students with special educational needs, which involves planning the learning process to ensure the uninterrupted involvement of students in the educational process, taking into account their abilities, needs and academic level.

**Evidences/indicators**

- Educational programme
- Syllabi
- Interview results
- Self-evaluation report
- Resolution №37 of the Academic Council of June 15, 2017 on the Approval of the Rules for the Development, Evaluation and Development of Higher Education Programs at BSU
- 

**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**

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**

Student assessment is based on the 100-score system, of which 40 are allocated to final exams and 60 to midterm evaluations. It corresponds to the “European Credit Transfer and Accumulation System” (ECTS). During interviews, it was revealed that some of the academic staff had been trained in conducting OSCE examinations. Currently, there are 10 courses throughout 6 years in which this method is used as a part of final exam evaluation. However, it is worth mentioning that this method of assessment is newly implemented in the program, and, in expert’s opinion, current material resources, number of OSCE stations (currently 8 stations), and the area allocated for this purpose will not be sufficient to implement OSCE in other courses. The accommodation capacity of the stations for an increased number of students is also questionable.

360 ° assessment method (which includes teacher, patient, nurse, course coordinator, and students themselves) is newly implemented in several courses. However, during interviews, questions about the competencies of each evaluator, specific assessment criteria and correspondence to learning outcomes were raised by an expert panel, to which clear answers were not received. Although, it is worth mentioning that university representatives expressed readiness and desire to improve and further refine evaluation methods.

Furthermore, based on detailed review of all appropriate syllabi, there was no description in some syllabi (“Allergology, Dermatology” , “Urgent and critical situations”, “Oncology and palliative care”), of the type of the assessment methods of practical skills and criteria that could help the lecturer to ensure that the result learning outcomes have been achieved through student assessment.

Interviews with students and graduates demonstrated that each student has the ability to appeal or request information about any assessment via the university portal. It enables students to receive direct feedback from lecturers. Also, the administration and quality assurance department can easily analyze data for further development of the program.

**Evidences/indicators**

- Self-evaluation report
- Interview results
- Syllabi of the program
- Educational program

**Recommendations:**

- Student assesment methods should correspond to learning outcomes in each course.
- Given the importance of assessing the development of students clinical skills effectively throughout the programme and especially in the Clinical Phase where many of the higher level skills are developed and refined it is recommended to further develop OSCE examinations in other courses of the program It is recommended to refine assessment criteria in 360 degree evaluation method , determine its correspondence to learning outcomes and train all involved evaluators.

**Suggestions for programme development:**

- BSU might consider moving away from Essays as a test of achievement in the initial phase of the programme and adopting online assessments in the form of multichoice SBA/EMI assessments. These would allow a more accurate check on student knowledge and application of knowledge and increase the integration of knowledge acquired across a range of modules. An additional benefit is that the marking process can become more efficient and less variable leading to increase standardization overall.

**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**

According to the documentation, interviews with university representatives, students, and graduates, it is clear that the institution provides adequate support to the students on the program of medicine. A student can receive consultation in planning the educational process and improving their academic performance by the faculty administration or the specific departments and professors themselves. Academic personal has weekly hours allocated to student support, and interviews showed that all the bodies are aware of this information. Administrative and academic staff, students, and graduates are all registered on the university portal (<https://portal.bsu.ge>), in which the functions of direct communication and feedback mechanisms are embedded. Students have the opportunity to address course coordinators and faculty administration in case of any issue or the need for assistance via this manner, as well as face-to-face contact at the university campus. Interviews with students have shown that HEI is very responsive to their needs, and they have an overwhelmingly positive

experience with the support services. However, it is worth mentioning that the expert panel could not determine the role of the “group curator” mentioned in the Self Evaluation Report, as students could not recall the involvement of such a position in the process.

The university has allocated funds for financing student initiatives, exchange programs and conferences. Several grants for student projects are carried out currently, for example 6 students are involved in translation of the surgery textbook in Georgian under the supervision of the respective professor. This project is funded for 2 years and students also get a financial benefit. HEI provides opportunities of international exchange with Klaipeda University Hospital in Lithuania where BSU students have opportunity to have clerkships for 1 month, financed by BSU by 1000 GEL. Furthermore, there is only one student on program of medicine who has participated in ERASMUS exchange program in the last 4 years. Expert panel thinks that even though university has financial support mechanisms in place for students who desire to get international experience, it should provide more opportunities for mobility by enhancing cooperation with international partners, universities and hospitals.

There are various employment opportunities for BSU students, locally and throughout the country. Employers have special access to the university portal where they can post vacancies and directly communicate to the students. Students on their end are notified if job opportunities are available according to their predetermined preferences and the field of study.

University also provides many opportunities for students to participate in research activity. There is student scientific center which holds student conferences several times in a year. University awards best participants financially. Students also are involved in the research conducted scientific staff in different departments and their contribution was evident during site visit in research laboratories.

#### **Evidences/indicators**

- Self-Evaluation Report
- Interviews
- On the introduction of a single incentive monetary reward by a student of a Legal Entity of Public Law - Batumi Shota Rustaveli State University, for participating in the decision N05 of the BSU Representative Council of April 25, 2017. See the link - [https://bsu.edu.ge/text\\_files/ge\\_file\\_9640\\_1.pdf](https://bsu.edu.ge/text_files/ge_file_9640_1.pdf)
- Consultation Schedule
- Prize-winner students
- List of students involved in exchange programs

#### **Recommendations:**

- The University should strengthen international connections; create more opportunities for students' international mobility and participation in projects and conferences outside the University.

<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ The University might consider ways to make the role of the of the “group curator” clearer to students so that the intended benefits of having such a role are realized.</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>3.2 Master’s and Doctoral Student supervision</b></p>
<p>Master’s and Doctoral students have qualified thesis supervisors</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Not applicable</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Component evidences/indicators including relevant documents and interview results</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Proposal(s), which should be considered by the institution to comply with requirements of the standards</li> </ul>



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

### Programme's Compliance with Standard

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

Qualification of personnel is corresponding to the programme. The staffs on permanent contracts as well as invited teaching personnel are selected according to their experience in learning and teaching. The procedure is well defined and is in accordance with both internal University regulational as well as Georgian legislation.

The number of academic staff in the educational programme is determined by the needs of the programmes. The maximum number of academic staff at the BSU is determined according to the total budget of the university, the salary of the academic staff, and the number of total academic hours planned within the educational programmes (not more than 60%) and/or within the maximum total number of BSU academic staff.

Total number of both academic and invited staff for one-step MD programme is 72 (12 professors with relevant knowledge, skills, values, qualifications, and experience, 17 associate professors, 7 assistant professors, and 36 invited staff).

The extent of the changes necessary to move from a traditional to an integrated curriculum are considerable and it seemed that in some areas the Heads of Programme were not fully aware of the details of all changes particularly relating to the need to standardize the proposed 360-degree assessment process. However, it was clear that they were very supportive of the process, had made the necessary resources available for change to happen and were willing to make any modification suggested that would benefit not only the programme but enhance full compliance with the Accreditation Standards. This would include being involved both as a leader and a participant in training in all aspects of the new assessment methodology.

#### **Evidences/indicators**

- SER
- Educational Programme Standards
- Interviews with Stakeholders
- Personal files of affiliated, academic, invited, administrative and support personnel

#### **Recommendations:**

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

**Suggestions for programme development:**

- Non-binding suggestions for programme development

**Best Practices (if applicable):**

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

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

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

**Evaluation**

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

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

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

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

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

The evaluation of the academic, scientific, and invited staff involved in the program are carried out on a regular basis in accordance with the predetermined and well written procedures. BSU has developed and operates an electronic system of self-assessment of academic and invited staff, which includes components of pedagogical and scientific activities and reflects the directions of research and creative activities, teaching, and academic involvement.

Both the Academic and invited staff involved in the implementation of the medical education program regularly publishes papers in local and international publications, actively participates in international conferences, symposia, seminars, trainings, and projects.

Although trainings and workshops are conducted fairly often by local and foreign experts for the professional development of academic and invited personnel involved in the implementation of the programme at the University, the University lacks a dedicated Unit which would oversee the overall training and development process of the staff. Existence of such unit as well as creation of timeframe of training activities for the staff is crucial for the future development of the programme, especially taking into consideration the implementation of modern evaluation components into the study process such as OSCE, PBL, 360 Degree assessments and others.

**Evidences/indicators**

- SER
- Educational Programme Standards
- Interviews with Stakeholders

**Recommendations:**

- Establishment of dedicated staff member(s) to be responsible for the scoping and planning of staff training and development, as well as creation of timeframe for staff development
- Establishment and monitoring of systematic staff training for OSCE, PBL, 360 Degree assessments and others.

**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**

During the visit NCEQE team were given a guided tour of the BSU and were impressed by the clinical skills facilities and the plans for configuration for more pilot trials of the OSCE. The clinical skills laboratories are equipped appropriately so that students are able to learn the skills before entering the clinical setting and contact with patients. The clinical skills centres for MD programme have adequate amount of simulators and mannequins for practicing these techniques.

The implementation of the clinical part, based on a contract [4] is provided by the clinical bases:

1. Regional Center of Infectious Pathology, Aids and Tuberculosis;
2. Iris Borchashvili Health Center (Medina);
3. Seamen's Medical Center;
4. Republican Clinical Hospital;
5. Maritime Hospital;
6. Sanitas;
7. Unimedi Adjara, Batumi Referral Hospital (Evex chain of hospitals);
8. Unimed Kakheti (M. Iashvili the Batumi Paediatric Regional Referral Hospital, Evex chain of hospitals);
9. Enmedic;
10. High-tech Hospital Medical Center;
11. Batumi Medical Center.

Also the university has laboratories for study and laboratories for practical sessions in the biosciences. It is not clear to which proportion the existing laboratories will be used for MD program.

BSU has established sufficient libraries resources, both in terms of reading halls and computer classrooms equipped with relevant software. With regards to the library and learning resources, all of the required material is available online through the University LMS and is accessible remotely for students and staff. The library management liaises with academics regarding review of library stocks and databases.

#### **Evidences/indicators**

- SER
- Interviews with Stakeholders

<ul style="list-style-type: none"> <li>○ Study auditoriums</li> <li>○ The Center for clinical skills</li> <li>○ Study laboratories</li> <li>○ Memorandums of mutual cooperation with clinics</li> <li>○ Visits to Library, physical and technical resources</li> <li>○ Access to international electronic library databases</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ It is recommended to further develop OSCE examination centre in order to allow an expansion of the OSCE examinations for additional aspects within the programme.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ The time schedule about utilization of existing laboratories for different programs should be in place</li> <li>○</li> </ul>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>○ The BSU electronic student portal (<a href="https://portal.bsu.edu.ge/">https://portal.bsu.edu.ge/</a>) is an excellent tool that has been designed specifically to ensure ease of student access to comprehensive information and materials about their programme.</li> </ul>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<p><b>Evaluation</b></p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>
<p><b>4.4 Programme/faculty/school budget and programme financial sustainability</b></p>
<p>The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.</p>

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

The financial support of the academic education programs at BSU is provided by the income and expenditure categories reflected in the university overall budget. Expenditure part of the budget includes Remuneration of academic, administrative, and support staff, funding of research projects, purchase of reagents, literature, computer equipment, laboratory equipment and other inventory, co-financing of textbook printing, scholarships and tuition fees. In addition, there is funding for the professional development of academic staff, funding for student initiatives and projects, a one-time cash incentive for the student to participate in various events, maintenance of existing infrastructure, and utility costs.

According to the budget statement income of the Faculty of Biomedical Sciences and Public health in 2021 is estimated to be 540000 GEL out of which 280229 GEL is estimated expenditure on salaries of academic and invited staff and another 216000 GEL as additional expenditure on development of the faculty. Based on the budget statement estimated income of the faculty will be 43771 GEL.

Overall we can conclude that the faculty has a well-balanced budget which will ensure continuous development and sustainability of the MD programme.

#### **Evidences/indicators**

- SER
- Interviews with Stakeholders
- Medical Programme Budget

#### **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

<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
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### 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.

<p><b>5.1 Internal quality</b></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 assurance results for programme improvement.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The Quality Assurance Service at BSU are regulated by policy decisions determined by the BSU Representative Council and the BSU Academic Council. The documentation is detailed and well laid out. The regulatory "Quality Assurance Policy" documentation is intended as guidance to all faculties in the University and the policies are; based on the principles of continuity, transparency, academic honesty and accountability; serves for the continuous assessment and development of university activities, sustainability and enhancement of the internal quality culture; and provides for the participation of interested parties (students, graduates, academic, scientific, invited, administrative, support personnel, employers etc.). The documentation lays this out as 9 separate Articles which cover the policy, the principles, the mechanisms for delivery and achievement, the monitoring and assessment of study processes, assessment and development of the programmes, the assessment and professional development of the staff, the assessment and improvement of the facilities, internationalization of education and research and the nature and extent of periodical surveys which then lead to recommendations.</p>



There is a spectrum of assessments currently carried out in the university, and the choice of assessment depends on the subject specifications, personal decisions of the heads of the course, evaluators competence, and other data obtained during the development and modification of the program and respective syllabi. According to SER, data used during this process included student satisfaction surveys, assessment of available technical and material resources, and competencies of academic personal involved in the courses.

The SER states that all these evaluation processes are recorded in the BSU electronic platform ([www.apa.bsu.edu.ge](http://www.apa.bsu.edu.ge)) and this helps to ensure that the processes and the subsequent data are objectively carried out in a transparent manner. In addition, BSU have an electronic system for processing student surveys and academic performance, and surveys of graduates and employers. Student surveys are carried out through the Student Portal (<https://portal.bsu.edu.ge/>) by the Department of Student Career Development, Culture and Sports of BSU.

To maintain the quality of the MD programme (teaching and assessment) the most important components are high quality staff trained in the method of delivery of both teaching and assessment as well as standardization of assessments both horizontally and vertically. The staff training is essential particularly when new programmes are developed and rolled out and as the programme develops to ensure there is continual calibration in the assessment judgements being made. This is particularly important for the use of Essay assessments in the Basic Science phase and the 360\* assessment planned for the Clinical Phase of the programme.

In the early years of the programme (Semesters 1,2,3&4), the commonest method of assessment of knowledge is through 'Essays/Clinical Cases' and these are marked by the module lead tutors. Whilst there are marking grids to offer guidance to markers there is currently no method of moderation in place to ensure adequate standardization of the judgments being made. Neither the head of programme nor the QA team members interviewed were able to describe what other processes were in place to achieve standardization of these assessments. Furthermore, the intention in the Clinical Phase is to assess students through a 360\* process whilst they are based in various clinics. The assessment will be carried out by 4 people chosen from individuals who are the programme curator, a member of the nursing staff, a member of management staff, the head of clinic and a peer. Training in the 360\* process will be provided to staff in clinics and the QA department intend to monitor this assessment by observation however there was no clarification as to what elements would be looked for in the observation process and how these would be standardized. As Assessment data is an essential component of program monitoring and development it is essential that the assessment process produces valid and reliable data about the students' achievements.

#### **Evidences/indicators**

- Self-evaluation report
- Results of Interview with academic personnel, students and QA department
- Website of the BSU

- №10 on the approval of the Statute of the Quality Assurance Service" of a legal entity of public law Batumi Shota Rustaveli State University
- Quality Assurance Policy of BSU (Resolution of the BSU Academic Council of August 14, 2019, №06-01 / 91 14, 2019 №06-01 / 91)
- Assessment of the Activities of the Academic and Invited Staff of BSU (Decree N46 of the BSU Academic Council on June 29<sup>th</sup>, 2017.)
- Level II of Higher Academic Education Academic Program: Medicine Document
- Qualification/Academic Degree: Medical Doctor
- QUALIFICATION/ACADEMIC DEGREE - Medical Doctor
- Programme Learning Outcomes Evaluation Plan
- Instructions for Conducting Examinations
- Labour market research
- Staff survey results

**Recommendations:**

- BSU should review its approach to Quality Assurance of its assessment processes in order to reduce variability amongst student's achievement of the learning outcomes. This is particularly true in the use of Essays in the Basic Science phase of the programme being marked by many different tutors without moderation and the lack of robust standardization of the 360\* assessment planned for the Clinical Phase of the programme with multiple assessors, different locations and different types of clinical cases being used as the basis of making judgments about the students' levels of ability.
- The use of Essays as assessments in the initial phase of the programme should be quality assured by the adoption of a moderation process both within individual modules if marked by more than one assessor and across all modules undertaken in each semester.

**Suggestions for programme development:**

- Non-binding suggestions for programme development

**Best Practices (if applicable):**

- The BSU electronic student portal (<https://portal.bsu.edu.ge/>) allows students to provide feedback on their programme through this site and so it offers consistency in data handling and a way of sharing feedback on data analysis and through this the processes of collecting and analyzing data are objectively carried out in a transparent manner.

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

- Since the previous accreditation in 2011 BSU have developed the MD programme to be on that is partially integrated. This is a gradual process which as yet have not been developed and delivered from the point of student admission to the point of student graduation.

Graduation and good progress has been made to date. However more needs to be done to integrate the pre-clinical and clinical phases of the programme. QA systems will need to be alert to the challenges of doing that with students in many different clinical teaching locations.

### **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

## **5.2 External quality**

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

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

The SER described the processes that ensure that external review of the programme is carried out. This includes surveys of graduates and employers (many of whom also provide clinical placements for BSU students in their clinics). Both graduates and employers spoke positively about BSU's willingness to listen and act on their suggestions. In the past these had been in relation to enhancing clinical skills training in the early years of the curriculum, intruding new subjects relevant to the patients that were being seen in the clinics (e.g., liver transplantation) and incorporating additional training in research methodology for both students and teaching staff. However, when asked about the extent of their involvement in the development and design of the 'internship' phase and the 360\* assessment processes they stated that as yet this had been limited.

The SER also described the process in which additional input from Senior Faculty members from other University Medical Schools such as New Vision School of Medicine, Tbilisi, and Tbilisi Open Teaching University School of Medicine, had been sought. It was apparent that the Senior faculty at BSU are well connected with colleagues across Georgia and beyond particularly regarding clinical practice and that this has also informed the decision made about developing the curriculum.

The SER states that an area for improvement would be to 'The program should be sent to foreign universities for examination at various stages of its preparation.' This is an excellent suggestion and will certainly assist BSU in developing their integrated curriculum more comprehensively.

**Evidences/indicators**

- Self-evaluation report
- Results of Interview with academic personnel, students and QA department
- Website of the BSU
- №10 on the approval of the Statute of the Quality Assurance Service" of a legal entity of public law Batumi Shota Rustaveli State University
- Quality Assurance Policy of BSU (Resolution of the BSU Academic Council of August 14, 2019, №06-01 / 91 14, 2019 №06-01 / 91)
- Assessment of the Activities of the Academic and Invited Staff of BSU (Decree N46 of the BSU Academic Council on June 29<sup>th</sup>, 2017.)
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- Labour market research
- Staff survey results

**Recommendations:**

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

**Suggestions for programme development:**

- The relationships BSU have with colleagues in other medical schools in Georgia offering advice on programme development and delivery could be enhanced by inviting some of these senior colleagues to act as 'external examiner' to the programme as a way of allowing regular oversight with suggestions for improvement from people working in similar context and environments.
- As BSU wish to seek input and advice on their programme from foreign universities one possible approach would be to seek staff and student exchanges for short periods with the expectation that those going out from BSU share their learning with colleagues on return.

**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**

- The partially integrated curriculum is a step towards developing a fully integrated curriculum and it is clear the BSU have looked at alternative models in other University medical schools and used both their own students, staff & graduate feedback and others' experiences to help with decision around their own curriculum re-design.

**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 Quality Assurance Service of the Faculty of Natural Sciences and Health are part of the wider University Quality Assurance Service which has well developed processes of monitoring the learning process. They do this by attending classes and observing tutor performance etc., evaluating the training and examination materials, monitoring exams, and analyzing the results. They then use these results to help make informed decisions about and necessary changes. Student surveys to assess the learning process are conducted annually by the Quality Assurance Service who use an electronic portal system for processing student surveys and academic performance. All results are analyzed and the levels of achievement of the competence defined by the educational program are determined. Any necessary changes that are identified are reviewed by the Curriculum Committee and Faculty Board and then submitted to the University Academic Council for approval.

Evidence was provided of a staff survey carried out to seek the views of academic and invited staff engaged in the program. Staff were asked about the aims and intentions of the programme, the constructive alignment of learning outcomes, teaching methodology and assessment outcomes, the efficacy of the programme leadership and the extent to which the facilities supported the

programme. Overall, the staff were positive about the new structure and thought that the methodology (PBL, CBL, TBL, and OSCE etc.) would be effective, however they did suggest additional subjects to be added to achieve increased integration, enhancement training in research methodology, and upgrading of the simulation mouldages available in BSU Center for Medical Education. This positive attitude was confirmed at interviews with both Academic and Invited staff.

Students also were knowledgeable about the programme and felt involved in discussion about the development of the integrated elements. They complete surveys through the electronic portal and at interview stated that whenever they raised concerns with the faculty then these were addressed. The Graduates interviewed also said that their concerns were mostly addressed but at times solutions had not always been possible due to curriculum timetabling issues. An example given was a request for increased clinical experience in some subjects and the solution to this has only come about through the development of the integrated curriculum.

#### **Evidences/indicators**

- Self-evaluation report
- Results of Interview with academic personnel, students and QA department
- Website of the BSU
- №10 on the approval of the Statute of the Quality Assurance Service" of a legal entity of public law Batumi Shota Rustaveli State University
- Quality Assurance Policy of BSU (Resolution of the BSU Academic Council of August 14, 2019, №06-01 / 91 14, 2019 №06-01 / 91)
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- Staff survey 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

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

### Programme's Compliance with Standard

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

#### Enclosed Documentation (If Applicable)

None

HEI's Name: Batumi Shota Rustaveli State University

Higher Education Programme Name, Level of Education: One-step Medical Doctor (Georgian)

Number of Pages of the Report: 41

Programme's Compliance with the Standard

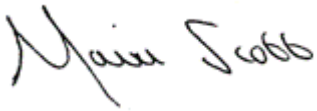
Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Educational programme objectives, learning outcomes and their compliance with the programme	X			
2. Teaching methodology and organization, adequate evaluation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



Expert Panel Chair's

Name, last name, signature

Professor Mairi Scott



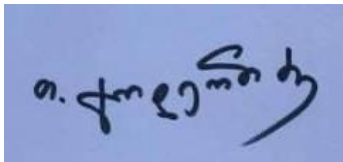
Expert Panel Members'

Professor Khatuna Saganelidze



Name, last name, signature

Associate Professor Tamar Goderidze



Name, last name, signature

Mr. Davit Makasarashvili



Name, last name, signature

Mr. Giorgi Gabisonia

