განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Medicine

Petre Shotadze Tbilisi Medical Academy

Dates of Evaluation: March 3 – 5, 2020

Final Report Submission Date: May 3, 2020

Tbilisi
2020

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Petre Shotadze Tbilisi Medical Academy Limited Liability Company
HEI's Identification Code	204861961
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	Medicine
Level of Education	One-step educational program
Qualification Granted Indicating Qualification Code	Medical Doctor 090101
Language of Instruction	English
Number of Credits	360
Programme Status (Authorized/ Accredited/New)	Accredited (N257) 04.11.2011

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Ivana Oborna, MD, Ph.D.; independent consultant, Czech Republic
Member (Name, Surname, University/organization/Country)	Professor Ia Pantsulaia, Ph.D.; TSMU Georgia
Member (Name, Surname, University/organization/Country)	Ms. Elena Khurtsidze, student expert, Georgia
Member (Name, Surname, University/organization/Country)	
Member (Name, Surname, University/organization/Country)	

Accreditation Report Executive Summary

- **General information on the education programme**

  Petre Shotadze Tbilisi Medical Academy (TMA) is a private self-governing Teaching University, established in 1992 by a paediatric surgeon, Professor Petre Shotadze. TMA is located at 51/2 Ketevan Tsamebuli Ave, Tbilisi in its own property.

  Currently, TMA offers two programmes of Medicine, taught in Georgian and in English. All pieces of information about both programmes were obtained from website, documents provided by TMA, as well as during site-visit and interviews.

  The Medicine programme taught in Georgian has currently 220 active status students. The curriculum has features of horizontal and vertical integrations. Syllabi are very complex and provide all sorts of information including course name, department, author(s), term, status, number of ECTS, prerequisites, aim, goals, teaching methods, teaching staff, system of assessment, study literature, format of the course and learning outcomes. The Self-Evaluation Report is written according to the NCEQE standards. CVs were provided but some without clear affiliation to TMA. Budget, financing dynamics for the last 5 years and Strategic and action plan 2019-2021 are in place. There is a plan to increase the number of students admitted to the English MD programme with final number about 200 students admitted each year for both MD programmes. There is also a plan to implement new Master's Degree programme in Applied Public Health starting from September 2020 with admission of about 20 students a year, and a Ph.D. programme "Medical Sciences" in spring 2021, both in English.

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

  The site visit started in the afternoon of March 3, 2020 with meetings for interviews of the expert panel with the University Management, Self-evaluation team, Head of the programme and QA team. The site visit continued with full days March 4 and 5. Due to a risk of COVID 19 infection, no clinical facilities were visited. This tour was planned for morning March 4 to ensure observation of real teaching. Due to a government decision to transitorily cancel schools, the team instead visited several basic facilities including Anatomy, Clinical skills centre, virtual learning lab and had the opportunity to talk to present staff. Later the expert panel continued with the afternoon March 4 and full day March 5 meetings for interviews of Curriculum committee, Academic staff – both Affiliated and Invited, students and alumni (Skype call) of Georgian as well as English programmes, employers, TMA management and QA team. The last interviews were conducted in

the afternoon of March 5, 2020 and were followed by deliberation of the expert panel, during which the experts discussed and finally agreed on their assessment of the extent of compliance of MD programme with the accreditation standards and their components. The chair of the panel delivered a brief overview of the panel findings to the management of TMA and present staff. The attitude of the institution was open, respectful, cooperative, and professional. The expert panel was accompanied on the site visit by the NCEQE staff.

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

The MD programme was evaluated according to the NCEQE Standards for Higher Education and Sector Benchmarks for Medicine. WFME BME standards were partially also taken into consideration.

TMA demonstrates a stable background with a dynamically evolving pathway. All, academic staff, TMA management and students have a strong commitment to acquire high level of professionalism. Major strengths of TMA are enthusiastic and highly qualified management, well qualified but rather small team of academics and good preclinical basis. Although several gaps were identified (see below) there is a good opportunity for TMA to improve shortfalls successfully.

TMA has been found to be compliant with requirements as regards standard 1, 3, and 5; substantially compliant with requirements as regards standards 2 and 4.

- **Summary of Recommendations**

  - Re-evaluate your plan to increase number of students with regards to the high unemployment rate and the high employment beyond qualification rate. Take into account the local market analysis. Students must be taught in appropriate clinical settings by the appropriate number of suitably-qualified staff to obtain relevant competencies.
  - The number of patients available for teaching, and the range of clinical conditions they demonstrate, must be adequate for students to gain all the clinical experience they need, without patients being used for teaching too much or for too long.
  - Increase number of administrative staff including staff at clinical settings.
  - .

- Size of the groups and defined student- teacher ratio must be kept for each teaching technique according to already established rules in all courses of the programme.
- Only scientific papers with clear dedication to TMA should be taken into account. Reconsider relation between number and workload of teaching staff and the student body. Reassess number of staff involved in clinical teaching. Consider quality of clinical teaching and evaluate clinical subjects with regards to number of students, teachers available and patients present and available for clinical training

- Summary of Suggestions

  - Carry out further detailed mapping of all 6 years of the spiral curriculum with the assessments or in order to enhance constructive alignment as an aid to student & faculty understanding.
  - Assessment is standardized but for some subjects a tailored assessment would be more appropriate
  - Only 12 credits (3.3%) are dedicated to elective subject. This percentage might increase.
  - Extend and diversify pool of "real patient" to ensure enough student – patient contacts. Implement this concept also into other clinical subjects/modules within the course
  - Consider, if number of teachers affiliated to each course/subject is satisfactory.
  - Curriculum committee has a student member who is not elected. He/she is directly accepted by the Dean. Consider system of periodic election of students for different committees instead of appointment.
  - Transform academic staff contracts from general ones to more descriptive version with determination of duties
  - CVs´ should be updated regularly, probably annually in agreement with regular assessment of the academic performance.
  - Find out whether other MD programme use the same facility for clinical teaching and consider consequences in relation to the quality of competences students can gain.
  - As there is an intention to turn from a teaching university into a teaching and research university a lot more of the current income should be redirected to support research activities including new staff, both academic and administrative.
  - With regards to a high graduate unemployment rate consider quality of the market analysis and concentrate on possible solutions.
  - Identify opportunities for informal external quality assurance assessors with inclusion of employers to offer formative suggestions in programme development aligned to the needs of healthcare providers.

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

  - "Real Patient Concept" which includes paid patients with different mainly chronic diseases in order to improve students 'practice in patient communication and examination skills.
  - TMA helps to find job for the first year after graduation and financially contributes to salary of those graduates who did not start their residency programme.

- **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 o The aim of the programme is preparing medical graduates, who understand the doctor role in society and get crucial competences in accordance to the contemporary international standards. The programme aim is compatible with TMA main goal, which is "to elaborate independent and critical thinking, scientific reasoning abilities, and reasonable judgments among students, in order to support their development into highly qualified specialists". It is focused not only to knowledge, but also to the development of well-defined competences needed for the clinical practice and professional life-long skills development. Also, the programme objectives are in harmony with mission and strategic plan of academy. o TMA has developed a Strategic Development Plan and Action Plan (2019-2025) consisting of 6 key areas. Each field reflects, directly or indirectly, the process of furthering the educational programme. The Academy has created a Curriculum Committee, which develops future working plans and describes step by step activities necessary for the

realizing this programme. The person responsible for each activity is also identified (see Annex 1.3).

- Based on Employer surveys results, Authorization expert recommendations as well as of annual educational programme assessment TMA create the programme objectives:

- To teach the students main mechanisms and treatment of disease:
- To enable students to perform clinical reasoning:
- To make students to elaborate clinical skills for patient care:
- To empower students with professionalism
- To equip students with effective communication skills
- To teach basic principles and organization of health care systems in terms of epidemiology, health promotion and disease prevention:
- To rise "social agents" with awareness of responsibility to society"

- Objectives are clear, realistic and achievable and identify the set of knowledge, skills and competences the programme aims to develop in graduate students. However, the objectives were prepared founded on international experience (CanMed, Annex 1.6) and a very little differ from national benchmark.

Evidences/indicators

- Self-Evaluation Report
- Educational program
- Mission and Strategic Plan
- Annex 1.1 - Authorization visit recommendations 2019
- Annex 1.2 – Curriculum Committee Composition
- Annex 1.3 - Program development strategy 2020-2022
- Annex 1.4 – Employer Survey Annex 1.5 - Objectives vs Outcomes
- Annex 1.6 - Learning Outcomes Assessment Map
- Annex 1.7 - Quality Assurance System and Procedure
- Annex 1.8 - Learning Outcomes Assessment (benchmarking)
  Annex 1.9 - Curriculum Map

Recommendations:

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

Suggestions for programme development:

- Carry out further detailed mapping of all 6 years of the spiral curriculum with the assessments or in order to enhance constructive alignment as an aid to student & faculty understanding.

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.2. Programme Learning Outcomes

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

Descriptive summary and analysis of compliance with standard requirements

- The programme outcomes are clear and appropriate for the level of degree and ensure that students build up their knowledge base in a way that offers clinical relevance and context from the beginning. As majority of study courses cover several learning outcomes, a multi-component assessment system is implemented for their evaluation, which in its turn combines both formative and summative assessments.
- The assessment methods (see Annex 1.6, both formative and summative) comply with the national requirement of Georgia and include diversity assessment methods such as MCQ, CBCR, MiniCEX, PDP, reflection, OSPE and OSCE & Case Presentations with appropriate use of trained simulated patients & mannequins and etc. The detailed mapping documents demonstrate appropriate constructive alignment throughout the curriculum and the assessments.

- Academic staffs are trained in the creation of valid and reliable assessments and to carry out the assessments to a consistent standard. The TMA graduate have all the necessary competences, which are required for further continuance of education towards residency (postgraduate clinical training) or doctoral (PhD) directions.
- Based on analysis of survey the Curriculum Committee with direct involvement of European partners (University of Groningen - Netherlands, Antwerp University – Belgium, Charite Medical University - Germany) receive decision to adopt internationally acclaimed CanMEDs competence framework. However, National benchmark created according to CanMED, the acquired number of competencies between these 2 frameworks differs but the document where TMA show the accurately compliance with National Benchmark is in place.
- TMA created the Strategic Development Plan for Program Development 2020-2022, where indicated all steps (training, workshops, meetings and etc, Annex 1.3) of all academic and invited staff training process, with the indication of the responsible persons.
- According to TMA obtained documents learning outcomes will be assessed using direct (periodical monitoring of student academic performance, Annex 1.8) and indirect methods (periodical surveys among students and graduates).
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Evidences/indicators

Annex 1.5 - Objectives vs Outcomes
Annex 1.6 - Learning Outcomes Assessment Map
Annex 1.7 - Quality Assurance System and Procedure
Annex 1.8 - Learning Outcomes Assessment (benchmarking)
Annex 1.9 - Curriculum Map
Annex 01 - TMA Educational programs compliance with National Benchmarking documents in Medicine

Recommendations:

Non-binding recommendations for programme development

Suggestions for programme development: o Assessment is standardized but for some subjects a tailored assessment would be more appropriate
Best Practices (if applicable): o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation X Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

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

- Admission requirements are in agreement with Georgian legislation. Georgian students are enrolled in accordance to the results of the Unified National Examinations. The data provided shows that there is a big demand to study MD programme at TMA for Georgian MD programme (1st year students/applicants 2015-43/682; 2016-43/835;2017-44/795;2018-44/581; 2019-55/714) whereas for MD programme in English majority of applicants was admitted (1st year students/applicants 2015-30/53; 2016-100/105;2017-195/242;2018-89/101; 2019-104/140). It is difficult to understand why majority of applicants for English programme are admitted but less than 10 % of applicants are admitted to the Georgian one.
- Good policy concerning transfer students where a competence barrier was determined
- Methodology concerning student intake is in place. As number of students is closely related to the quality of education, the size of the student intake must be in relation to its capacity at all stages of the programme (WFME, BME Standards).
- There is a plan to increase gradually number of MD students (2019-2020 174 students; 2020-2021 195 students (**12 % increase)** to reach 1188 students as a maximum number in 2026-2027 (both MD programmes), **which is an increase by 59 %** compared to a current situation. It is inconsistent with the current unemployment rate and the employment beyond qualification rate for the last 5 year! According to SER, graduate employment rate is 80 % for the last 5 years.
- Below is a table TMA provided with detailed additional data concerning employment:

	2014	2015	2016	2017	2018
Employed in accordance to qualification	48.1	66.7	65.0	75.8	70.6
Inaccessible	11.1	22.2	5.0	9.1	0.0
Employed beyond qualification	18.5	11.1	30.0	3.0	17.6
Unemployed	18.5	0.0	10.0	12.1	11.8

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Evidences/indicators

- Sector Benchmarks of Higher Education – Medicine
- SER
- Interview with QA and administration
- Website
- Annex 2.3 - Study Process Governing Procedure
- Annex 2.1 - Description of program- Medicine (taught in Georgian)

- Annex 02 Student Number Planning Committee Conclusion

Recommendations:

- Re-evaluate your plan to increase number of students with regards to the high unemployment rate and the high employment beyond qualification rate. Take into account the local market analysis.

Suggestions for programme development:

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Best Practices (if applicable):

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

X 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 programme consists of 360 ECTS credits distributed through 12 semesters (30 credits per semester). Each credit is equal to 30 hours, including both contact and independent working. Programme consists of 3 phases - basic phase (I-III years of study), clinical sciences (IV-V years of study) and general specialization (VI year). Each phase contains contact with real patients, but it is not clear in what percentage is the contact enabled.

- To gain appropriate skills (learning outcomes) for clinical sciences and general specialization are essential teaching in small groups as well as a daily and repeated contact with different kind of patients. Content of the written programme is appropriate but in-depth analysis at least of one clinical subject Obstetrics and Gynaecology in relation to number of students, teachers and programme content was performed . During interview question about clinical settings where ObG is taught was risen. It was answered by a responsible person, an author of a syllabus who confirmed two clinical settings, Iv. Bokeria Clinic and Pineo Clinic. The Institute of Clinical Oncology was not mentioned.

SPRING SEMESTER 2020 Teaching of Obstetrics and Gynaecology

VIII sem					
Subject	**Period**	**Exam Date**	**Lecturer**	**Clinic**	**Group**
obstetrics	02.03.- 24.03.	26.03.	MO	IBT	IE 13 st
Obstetrics	02.03 - 25.03	30.03.	NB+TM	IBT	IIIG 14 st
Obstetrics	26.03.- 21.04.	22.04.	MO	IBT	IVE 16 st
Obstetrics	25.04 - 20.05	23.05.	NB+TM	IBT	IG 9 st
Obstetrics	09.05. - 01.06.	02.06.	MO	IBT	IIIE 15 st
Obstetrics	15.06.- 07.07.	08.07.	MO	IBT	IIE 14 st
Obstetrics	15.06 - 07.07	10.07.	NB+TM	IBT	IIG 8 st
IX sem					
Gynecology	13.04.- 08.05	11.05.	TG	Pineo	IE 6 st
X sem					
Gynecology	28.04 - 22.05	25.05.	MG	Clin Oncol Inst	IG 11 st
Gynecology	16.03 - 07.04	13.04.	MG	Clin Oncol Inst	IIG 12 st
Gynecology	22.05 - 15.06	18.06.	MG	Clin Oncol Inst	IIIG 11 st.
XII sem					
Ob & G	04.04.- 24.04.	27.04.	MO	IBT	IE 10 st
Ob & G	27.03 - 10.04	13.04.	TG	Pineo	IG 11 st
Ob & G	08.06 - 20.06	23.06.	TG	Pineo	IIG 11 st
Ob & G	11.05 - 25.05	28.05.	TG	Pineo	IIIG 12 st

As seen on the table, students of both programmes are often taught the same subject at the same period of time. For subject Obstetrics only 20 beds in Bokeria are available (number of

beds was given by relevant person during interview). For March altogether 27 students (13 English, 14 Georgian programmes) with 3 clinical teachers. Students-teacher ratio cannot be calculated like summation (two groups) and then division by three (three teachers). Those programmes are different. Time is not mentioned but according to the schedule of March 4 (enclosed), time for both programmes is the same, from 10 to 13. For groups of more than 10 students is usually only one clinical teacher stated. How is a bed-side teaching in small groups ensured?

Obstetrics is taught in 8th semester and then in the 12th semester. How can students of subject Ob&G achieve following clinical skills (e.g. vaginal and ultrasonographic examinations of gynecologic patients) at the Pineo clinic where no gynaecologic care is provided (http://pineo.ge/en/)? How can get students of subject Gynaecology appropriate understanding of the subject with all its connotations if clinical teaching is solely provided at the Institute of Clinical Oncology where only operative care is provided? How many beds are there determined for operative gynaecology and onco-gynaecology? It is completely appropriate for students to spend part of their clinical course there but all 20 days? The staff responsible for teaching this subject at the Institute of Clinical Oncology is not stated in the course. **These examples should draw to the attention of all authorities responsible for running MD programmes that, in our opinion, the main problem of medical teaching in Georgia is lack of contact with real patients because of the relative shortage of clinical settings in relation to the excessively high number of medical students.**

- As there is a plan to reach 1188 students at School of Medicine in 2026-2027, **which is an increase by 59 %** compared to current situation, the clinical phase of teaching which covers 3 full years is not achievable as **almost 600 students are planned to be at clinical phase of teaching simultaneously**.

  Moreover, according to Student Number Planning Committee (Annex 02) the maximum size of group of students for clinical teaching is 11. As can be seen above, currently, when teaching is provided for 753 students (both MD programmes) stated size of groups of students for teaching Ob & G was exceeded in almost 50% (7 times out of 15 groups)!
- The programme has good features of horizontal and vertical integration.
- Implementation of an early clinical experience as well as research throughout the course is in place. The programme covers all areas including public health, medical psychology, bioethics and communication skills.
- Study courses are distributed in accordance to the precondition principle, if applicable.

- In the learning plan 348 credits are dedicated to mandatory courses and 12 credits to elective ones (3.3 % of the study plan).

Evidences/indicators

- Sector Benchmarks of Higher Education – Medicine
- SER
- Interviews with QA, administration, staff, students
- Syllabi
- Curriculum Map
- Educational Programme Standards
- Annex 2.1 Description of the programme
- Real Patient Concept TMA
- Timetables
- Annex 01 - TMA Educational programs compliance with National Benchmarking documents in Medicine
- Annex 02 Student Number Planning Committee Conclusion

Recommendations:

- Students must be taught in appropriate clinical settings by the appropriate number of suitably-qualified staff to obtain relevant competencies.
- The number of patients available for teaching, and the range of clinical conditions they demonstrate, must be adequate for students to gain all the clinical experience they need, without patients being used for teaching too much or for too long.
- Size of the groups for clinical teaching must be kept according to already established rules.

Suggestions for programme development:

- Only 12 credits (3.3%) are dedicated to elective subject. This percentage might increase.

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

X Partially complies with requirements

☐ Does not comply with requirements

2.3 Course

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

Descriptive summary and analysis of compliance with standard requirements

- The student learning outcomes of each compulsory course are in line with the national benchmarks of competencies (level of Competency is determined according to Miller's pyramid as described in Annex 2.1). The graduates should integrate 6 roles of physician: communicator, collaborator, manager, health advocate, scholar and professional.
- Number of credits allocated for each course correspond to the content and learning outcomes
- Ratio between contact and independent hours is logical and is supported by actual survey
- Clear and transparent time schedule containing subjects, places where teaching is held, names of teacher, dates and time is in place. Missing info is about group of students.
- However, apart from modular subjects, only 1 teacher is affiliated to majority of subject which makes the course very vulnerable.
- The lists of mandatory and auxiliary literature mentioned in each subject of the syllabi seem to be relevant and updated. List of core literature consists of 90 textbooks
- The library is open 6 days a week for 10 hours daily for both, staff and students. Wi-fi is available in all building which belongs to TMA, number of accessible PCs is satisfactory.
- Concerning mandatory literature, roughly about 4-5 books are available for each subject per semester, which is about one book per group of students.
- Number of electronic databases and access to them is satisfactory.

Evidences/indicators

- Annex 2.2 - Syllabi
- Annex 2.1 - Description of the programme
- Annex 1.6 - Learning Outcomes Assessment Map
- SER
- Curriculum Map
- Website
- Interview with QA, administration, employers and students

Recommendations:

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

Suggestions for programme development:

- Consider, if number of teachers affiliated to each course/subject is satisfactory

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

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

Descriptive summary and analysis of compliance with standard requirements

- Based on Benchmark requirements, relevant techniques for students' practical, research performance and transferable skills as mentioned in SER and syllabi, are in place.
- There is very well-equipped Clinical skills centre where students can come also for individual training.
- 24 ECTS credits are allocated to practical skills throughout whole duration of the educational programme including direct communication with patient.
- There is established "Real Patient Pool" at the Clinical Skills Department, that includes patients with chronic diseases; they come to TMA at the Clinical Skills Centre in order for students to practice patient communication and examination skills. Currently, it is a part of Diagnosis of Internal Diseases I-II courses.
- 13.5 ECTS are allocated for scientific-research skills throughout whole duration of the educational programme. From general overview such as: literature search, research planning, handling laboratory animals, conducting experiment, data collection, via critical thinking to analysing and writing an academic paper.
- In XI semester they have to complete a corresponding 2 pages review essay. Writing of essay is guided by mentor, four students are assigned for one mentor, whom can students choose according to the topic. Essays are evaluated by those mentors and also discussed during classes.
- By the end of XII semester students submit a scientific-research project of 15-20 pages.
- Students with a deeper interest can participate within scientific-research projects. As stated in SER, 59 students participated in research projects in 2019.

Evidences/indicators

- Annex 2.1 - Description of program- Medicine
- Annex 2.2 - Syllabi – Medicine
- SER
- Interviews
- Real Patient Concept
- Curriculum Map

Recommendations:

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

Suggestions for programme development:

- Extend and diversify pool of "real patient" to ensure enough student – patient contacts.
- Implement this concept also into other clinical subjects/modules within the course.

Best Practices (if applicable):

- "Real Patient Concept" which includes paid patients with different mainly chronic diseases in order to improve students´ practice in patient communication and examination skills.

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

Descriptive summary and analysis of compliance with standard requirements

- In SER two main directions, a theoretical and a practical teaching are described. Theoretical teaching contains verbal methods (interactive lectures, group working, seminars, practical sessions, poster presentations, Q&A sessions and individual work with student), students' independent work with textbooks and written assignments (essays, open text question assignments, power-point presentations, lab. work protocol, patient reports, case studies,

medical recordings). Practical Methods cover bedside teaching, demonstration method on manikins and Standardized Patient examination, Role Play, Analysis/Synthesis, Debates, Case Study, laboratory teaching, virtual 3D methods, Team Based Learning, Case Based Learning, Case Based Clinical Reasoning, Case Based Learning Participation in Scientific Research, Physician's assistance. In table which was provided by TMA is stated students – teacher ratio for different kind of teaching methods.

Method	Students per instructor/teacher
Role play	15 students (2-3 subgroups)
Discussion	15 students
Debates	Special sessions-scientific debates between groups of students, may be involved students from other universities
Laboratory teaching	10 students
VR /AR	For independent work - 2-3 students
CBCR	8-10 students
TBL session	15-16 students divided into 3 groups
CBL	1-2 students per case
Demonstration method	5-15 students
Bedside Teaching	5 students
Case study	15 students

However, as stated in the analysis of the ObG subjects (part 2.2), the scheduled students – teacher ratio is not kept properly.

- Teaching and learning methods of each course correspond to the level of education and course content.
- As find out during interviews, students have the opportunity to examine every day no less than one to two patients during clinical training.
- Teaching and learning methods are students centred.
- Student can benefit from an individual study plan. Currently, more than 50 % of students have an individual study plan which is very demanding for the whole teaching process.
- In case of failure there is a possibility to retake exam or attend summer/winter classes for two to three weeks.
- According to a survey conducted by AQ department majority of students is happy with student – teaching communication and readiness to help beside teaching.

Evidences/indicators

- Annex 2.1 - Description of program- Medicine
- SER
- Interviews

Recommendations:

- Defined student- teacher ratio must be kept for each teaching technique in all courses of the programme.

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

X Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

- The assessment of each study course is clearly described. Assessment is conducted within 100-point interval, out of which 60 points are allocated for intermediate assessment, while final assessment is determined by 40 points. Student is obliged to accumulate at least 37 points (60%) for intermediate assessment and at least 24 points (60%) for final exam. For

student's assessment within 41-60 points can student repeat final exam, for assessment less than 41 points, student must repeat the study course once again.

- Evaluation complies with current legislation, is transparent and known to students in advance.
- Students receive feedback regularly.
- Different methods are used for an assessment - tests, quizzes, presentations, theses, laboratory work, simulation tasks, OSPE, OSCE etc., where each has its own share
- Personal record keeping skills (Portfolio) is a tool which includes self-reflection and personal development planning as well as a written feedback from the student's mentor, which in its turn focuses on the strengths of the student performance, as well as highlights areas for improvement.
- TMA has a Committee for Appeals in function. During 2018-2019, 322 appeals were submitted in total, which is about 42% of all students who sent their appeal. As revealed during interviews appeals are sent mainly due to technical problems with tests.

Evidences/indicators

- Annex 2.3 Regulations for Study Process Management
- SER
- Interviews

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

- TMA provides appropriate consultation services for the students, which covers various affairs, such as academic and scientific activities, career growth, continuations of studies etc.
- Academic counselling provides support about academic activities, organizes meetings for students and staff. Students are involved in the development of the curriculum via the Curriculum committee. They are not members but can review and comment documents. Those students involved were chosen by staff.
- Students counselling service provides different types of consultations: administrative support, communication with staff, emotional and social problem solving, documentation

preparedness mostly for different scholarships, planning different student activities (forums, meetings etc). Service is available electronically by special portal and face to face.

- TMA has a student's carrier service, which is mostly organizing workshops to prepare and improve skills of students for different jobs, internships and grant proposals.
- Students have support to participate in different scientific activities (national and international meetings), internships in Georgia and abroad, sport activities funded by TMA.
- Students have detailed information about material and technical resources and about library.
- There is an electronic platform for effective and rapid communication, where all students and all courses are registered. The results of ongoing mid-term and final assessments are also posted on this platform and students are able to track their grades and academic achievements through this online platform.
- Students have possibility to get feedback face to face and anonymously by electronic surveys, directed by QA department.
- It was confirmed by the students during the site visit that TMA promotes student involvement in extra-curricular activities and supports their initiatives.
- According to SER graduate employment rate is 82 % and graduate employment rate according to gained qualification is only 65.4 %. TMA helps to find job for the first year after graduation and financially contributes to salary of those graduates who did not start their residency programme.

Evidences/indicators

- Interview with University Administration team, Self-evaluation team, Head of programme and program coordinators, Academic Staff, Students and Alumni.
- The analysis of students' research activity.
- Different financing documents and orders provided by the Academy during site visit.

Recommendations:

Suggestions for programme development:

- Curriculum committee has a student member who is not elected. He/she is directly accepted by the Dean. Consider system of periodic election of students for different committees instead of appointment.
- With regards to a high graduate unemployment rate concentrate on possible solutions.

Best Practices (if applicable):

- TMA helps to find job for the first year after graduation and financially contributes to salary of those graduates who did not start their residency programme.

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision NA

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

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

Evidences/indicators

- Component evidences/indicators including relevant documents and interview results

Recommendations:

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

Suggestions for programme development:

Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard ☐ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

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

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

Descriptive summary and analysis of compliance with standard requirements

- TMA runs a Department for Human Resource Management and Continuous Professional Department. TMA also has a Policy of Human Resource Management. Description of academic staff engagement in the programme is in accordance with existing legislation and TMA internal regulations. However, contracts are general without any clear explanation what they are supposed to do.
- The MD programme is implemented by 49 academic and 88 invited teaching staff (ratio 1.0:1.8). According to CVs, their qualification is in compliance with the qualification requirements set for their positions. The Full Time Equivalent is used to determine the needs. In accordance to above stated document, one member of academic staff can supervise 3 members of invited staff. However, no affiliation to TMA is mentioned in many CVs, many CVs need an update. Moreover, there is no given order about what kind of information should be stated thus orientation in those documents is time consuming. The English version should precede the Georgian one.
- Staff on permanent contracts are selected according to their experience in learning and teaching. TMA does confirm the English language competencies of the recruited staff by certificate and/or at least 2 years' experience of teaching in English.
- The system for recruitment and selection of all, administrative, support, academic and invited staff is clearly articulated (Annex 4.1, 4.2).
- In SER is stated that 188 articles were published in local and international journals within last 5 years, which is on the average 37 articles each year for 49 academics or 137 all staff. Dedication of papers to TMA was not investigated. Students with a deeper interest can participate within scientific-research projects. As stated in SER, 59 students participated in research projects in 2019 and altogether 42 research projects underwent within last 5 years.
- Workload of the academic staff comprises three major components: educational activities, scientific-research activities and provision of services (combination of some permanent administrative function, provision of consultations to students, provision for relevant logistic and human resources for the implementation of the educational programme and individual learning courses, participation in the activities of various boards, commissions and committees, enhancement of international relations).
- Working time is defined as a part-time and full-time. Full-time workload comprises 40 hours a week for 44 weeks, which makes overall 1760 hours. Description of the involvement in education, research and provision of services for academic and invited staff in year 2019 was

obtained. The analysis of those data was performed. Out of 136 staff (academic + invited) in 2019 only 13 staff (9%) had a full-time job at TMA, five staff (3%) had a workload over 0.5 FTE, 78 staff (55%) had a workload between 0.1 and 0.5 FTE and 46 staff (33%) had a workload below 0.1 FTE, which means less than 4 hours a week. Out of total FTE which is 59.69 for year 2019; 6.62 FTE (11%) is dedicated to research, 34.55 (58%) to administration and 18.51 (31%) to teaching.

- The average workload of staff (N=136) in 2019 was 3.5 hours per day for all activities – education, research and administration.
- 18 % of staff are teaching also in other MD programmes. No overall data about workload in other jobs (healthcare services, research institutes, agencies etc.) are available.
- According to 4.2, affiliated academic staff is required to direct student's research work once in every 2-3 years. Each student has to write at least 2-pages research project (2nd semester) and a 15-20 pages essay (12th semester). Four students are assigned for 1 mentor; an evaluation of the research project is part of the mid-term assessment. The second research is assessed by the Scientific - research committee (8 members) with 2-4 hours estimated time for one essay assessment, that implies about 120 essays a year (Georgian + spring and fall semester for English programme), thus 240-480 working hours for the Scientific - research committee members for individual assessment plus maximum of 2 working days for the committee meeting for the joint review of the scientific papers and formulation of the final assessments..
- Methodology of determining the number of academic and invited staff in relation with number of students is described above (standard 2.5)..
- In syllabi for many subjects only one member of staff (affiliated or invited) is assigned with no substitutes. During interview, a pool of reserved staff for teaching was mentioned as an emergency backup. TMA provided table with possible substitutes (Annex 04).
- Teaching workload analysis for 2019: Current number of active students in Georgian programme is 220, and 533 for the English one. As the admission for the English programme is taken twice a year, we can say that there are at the same time three courses of 220, 265 and 265 students. According to the schedule - altogether 18 different programmes are run simultaneously within one semester, roughly with 36 students for Georgian programme and 44 students for both English programmes. Total FTE dedicated to teaching in 2019 is 18.51, which is 148 teaching hours per day for all three programmes. For one programme it is roughly 50 contact teaching hours per day. There are six different schedules for each programme (from the 1st to the 6th year), which means roughly 8 contact hours daily for 36,

44 and 44 students respectively. Let´s assume that 40 % are lectures (e.g. 3 teaching hours every day where students are altogether), but then we have only 5 contact hours daily for other teaching activities where students should be divided into smaller groups for basic subjects teaching (e.g. 15), and into groups for e.g. bedside teaching (maximum of 5 students/1 teacher). Although it was said that during clinical teaching also other staff (e.g. residents) is used for teaching it cannot guarantee the quality of education. During 2019, 217 students were enrolled at the clinical phase, while 536 students were enrolled at the basic phase (both programmes). These numbers indicate that soon there will be even more demand for clinical part of education which requires smaller group teaching and enough suitable patients.

- Thus, the number of teaching staff does not seem to be adequate to current number of students. Moreover, it is completely inconsistent with a plan to increase the number of students admitted to the English MD programme with final number about 200 students admitted each year for both MD.
- Administrative staff analysis: provided document lists 42 administrative staff, twelve out of them are academics. Qualification of administrative and support staff is appropriate. Administrative staff has monthly fixed salary. However, there is only 30 entirely administrative staff for TMA. There is completely missing administrative staff at all clinical settings which means that clinical teachers have to deal with administrative things by themselves. It was discussed during interviews that in case of any change in clinical teaching e.g. due to illness or emergency operation, the teacher has either to ring around or to send messages to all students. The same in case of printing materials for TBL etc. All those things are time consuming and can be easily solved by administrative staff. Moreover, invited staff is paid only for contact hours, thus all other work (preparation, printing etc) is provided gratis.
- The Head of the programme is fully qualified and is personally involved in the programme development, teaching, and assessment.

Evidences/indicators

- Annex 4.1 Staff Vacancy Management
- Annex 4.2 Procedure, Terms and Conditions of Affiliation and Workload of the Academic Staff
- List of TMA staff for student support
- Invited staff teaching workload at TMA (spring semester 2020)

- Spring semester 2020 - time schedule
- Academic staff workload in teaching, research and administration (spring semester 2020)
- TMA Staff (Administrative, Academic, Invited) Workload Calculation 2019
- Annex 04 Staff distribution according to teaching directions

Recommendations:

- Only scientific papers with clear dedication to TMA should be taken into account.
- Increase number of administrative staff including staff at clinical settings
- Reconsider relation between number and workload of teaching staff and the student body.
- Keep strictly maximum number of students according to defined student-teacher ratio for each teaching technique.

Suggestions for programme development:

- CVs´ should be updated regularly, probably annually in agreement with regular assessment of the academic performance.
- Transform academic staff contracts from general ones to more descriptive version with determination of duties.
-

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

X 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 o TMA has a dedicated department for staff training and development (Continuous Professional Department), with an establish plan of orientation/training for both academic and invited staff with emphasis on a new staff. o QA department conducts regular surveys to find out possible staff problem. o Every semester QA department provides assessment of staff teaching performance and annually evaluates staff research performance. Staff is ranked into 3 categories according to their performance and can be rewarded. Creation of individualized development plans for staff is also in place. o Training for staff in medical education is provided regularly often with written feedback. o During interviews different kind of teaching techniques and assessments were discussed. TMA staff is well educated and oriented towards implementation of new teaching techniques. o TMA also tries to facilitate research by supporting staff and students (e.g. internal grants for publishing, preparatory phase support of a project application). o TMA supports international cooperation and mobility.
Evidences/indicators o Annex 1.7 - Quality Assurance System and Procedure o SER o Interviews o Strategic and action Plan 2019-2021
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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

- During the visit the NCEQE team were given a guided tour on the campus located at 51/2 Ketevan Tsamebuli Ave. Majority of teaching facilities for preclinical education were seen – e.g. lecturing hall, "Anatomage" for teaching mainly Anatomy and Pathology, two rooms, equipped with microscopes (each room with 12 microscopes, each shared by two students) for Histology and Microbiology, well equipped Clinical Skills Centre used also for OSPE/OSCE, a modern examination centre with 70 laptops. There are also two small laboratories with a basic equipment for student´s research.
- Library resources, both in terms of reading halls and computer classrooms equipped with relevant software. With regards to the library and learning resources, much of this material is available online so accessible remotely for students and staff. The library management liaises with academics regarding review of library stocks and databases (e.g. Scopus, Elsevier, Hinari, ScienceDirect, Cochrane). The medical journals are accessed chiefly online via databases (NEJM, Cambridge Journals Online) etc. Library periodically provides information regarding rules and possibilities of available resources for students. TMA library cooperates with 3 other libraries including Georgian National Scientific Library.

- TMA does not have any own clinical facility. All clinical teaching is provided on contractual basis. Currently, contracts are signed with 36 healthcare facilities where "75 study courses are delivered by 75 teaching staff members". Two contracts are open-ended, in the remaining 34 the length of contract varies between 1 and 6 years mainly with automatic prolongation.
- There was no clear information about other MD programmes which might use the same healthcare facilities for their clinical teaching. No information about number of beds, number of patients, bed occupancy rate in relation to number of students.
- During interviews, as a clinical teaching example, discussion about teaching of Obstetrics and Gynaecology was held. This subject is taught in three hospitals – Bokeria (No of beds – 20 (obstetric), 10 (gynaecology) + neonatology + NICU), Pineo (20 beds for obstetrics only), and Institute of Clinical Oncology (not known number of beds dedicated to ObG, can be assumed by 10), lets say altogether about 60 beds with unknown occupancy rate. Bokeria will be used for teaching the same subject for GRUNI (the same clinician), Pineo is already used by TSMU, not known whether Institute of Clinical Oncology is used for teaching for other MD programmes. Subject is taught in the 8th semester – 20 days each day for 4 hours (8x bedside teaching (twice together with clinical case discussion), 9x clinical case discussion, 2x TBL, 2x working with SP patient and manikins at clinical skills centre) and in the 12th semester – 15 days each day for 4 hours (6x bedside teaching, 5x clinical case discussion, 2x TBL). Size of working groups varies between 5 and 15 students, for bedside teaching maximum 5 students. Same teachers teach both, Georgian (2 affiliated + 2 invited) and English (2 affiliated only) MD programmes. As seen at the time schedule for March 5 (enclosed), Georgian and English programme are taught in the same department of Bokeria hospital at the same time (from 10 to 13), subject in Georgian by two invited staff, and the English one by one affiliated assistant. Size of both groups of students is not mentioned, assumption might be from 5+5 to 15+15 students. It is definitely inappropriate, too many students from too many schools are taught in the same facilities and this does not ensure the quality of clinical teaching.
- No clinical facilities were seen due to the quarantine for COVID 19.

Evidences/indicators

- SER
- Interviews
- Centre for clinical skills
- Study laboratories
- List of clinics with description of the contract duration

- Library
- Access to international electronic library databases
- Compliance of library books with core literature indicated in educational programme

Recommendations:

- Consider quality of clinical teaching and evaluate clinical subjects with regards to number of students, teachers available and patients present and available for clinical training.
- Reassess number of staff involved in clinical teaching.

Suggestions for programme development

- Find out whether other MD programme use the same facility for clinical teaching and consider consequences in relation to the quality of competences students can gain.

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

☐ Complies with requirements

X 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

- TMA is private university and main sources of funding for MD program are student fees.
- There are also State grants as well as grants from research foundations which create about 5% of financial resources.
- It was difficult for the expert panel to ascertain whether the budget for the MD programme was economically viable for enabling the core activities of the Faculty as laid out in the University's strategic plans. As shown from budget presented by TMA about 30% are spent on salaries (academic, administrative or invited staff), only 5% of income goes to scientific and research activities.
- The presented budget considers all of the important aspects, which are necessary for development of corresponding competences such as: funds for promotion, for the professional development of academics, for financial reward, for research development, internationalisation, as well as for academics and students travel expense, Student financial support, Alumni programme, Student and Alumni events, learning resources (Laboratory, Library, Exam Centre, Clinical Skills Centre etc.), and electronic resources (tma.ini.ge) etc.
- TMA budget covers both educational programmes together, available within the School (Georgian-taught Medicine; English-taught Medicine).
-

Evidences/indicators

- Budget concerning the Strategic and Action Plan
- Annex 4.11 – Budget

Recommendations:

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

Suggestions for programme development:

- As there is an intention to turn from a teaching university into a teaching and research university a lot more of the current income should be redirected to support research activities including new staff, both academic and administrative.

Best Practices (if applicable):

o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard X Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

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

Descriptive summary and analysis of compliance with standard requirements

- The quality of the presented programme and its delivery is one of the main goals of the Academy educational mission and as part of this they place great emphasis on the need to involve all staff and students in ensuring that the philosophy of continuous improvement is delivered.
- Teaching staff are encouraged and required by the Quality Assurance Department to be involved in the annual self-assessment planning, monitoring and evaluations and are also encouraged to welcome and be responsive to student feedback on their performance.
- It is notable, that dissemination of quality culture takes place at TMA rather actively, which in its turn requires consideration of quality principles by the teaching staff members, who are involved within delivery of educational programme.
- The students' involvement in quality assurance is not limited to feedback and information. They are involved in interviews, self-assessment reports, and academy management and management (membership in decision-making) committees.
- The documentation of all QA processes is comprehensive and includes the information needed for strategic planning, specific actions for identifying problems and communication with academic personnel; QA processes are based on the assessment of different aspects of curriculum, learning outcomes, learning and teaching strategies, employers' requirements, student evaluation system, quality of academic and support staff, student survey and others. The Quality Assessment Methodology is based on an analysis of the situation according to the Quality Assessment Purpose, Quality Indicators, Performed Works and Evidence.
- TMA set up a working group who prepare of self-assessment report, which consider compatibility of educational programmes with national benchmark´s indicators.
- According to SER graduate employment rate is 82 % and graduate employment rate according to gained qualification is only 65.4 %.
- As stated before, TMA defines the areas of improvement and formulate action plan for development 2020-2021.

Evidences/indicators

- Self-Evaluation Report
- Annex 1.3
- Interview results

Recommendations:

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

Suggestions for programme development:

- With regards to a high graduate unemployment rate consider quality of the market analysis and concentrate on possible solutions.

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

- The external quality check was last conducted by the Centre in 2012, when the program received full accreditation. One of the key recommendations in the accreditation process was to develop and refine the curriculum map, which was immediately and thoroughly reviewed by the TMA.
- In addition to the accreditation process, within the framework of international partnerships, the Institute received two external assessments from the Charité Medical University representatives (Berlin, Germany) with two main outcomes. First, an intermediate

assessment, where the competency-based learning outcomes were analysed throughout the programme, learning plan and their link with outcomes; for second assessment, the syllabi were evaluated, which in turn were revised and formulated in line with the updated learning outcomes and curriculum.

- After each assessment gets TMA an official report, which was reviewed by the Curriculum Committee members.

Evidences/indicators

- SER
- Review of document relating to an envisaged major reform of undergraduate medical programme at the TMA, Georgia
- Interview results

Recommendations:

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

Suggestions for programme development:

- Identify opportunities for informal external quality assurance assessors with inclusion of employers to offer formative suggestions in programme development aligned to the needs of healthcare providers.

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

X Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.3. Programme monitoring and periodic review

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

Descriptive summary and analysis of compliance with standard requirements

- The programme is annually monitored by the Quality Assurance Department with active participation of Academic staff, students as well as of committees and councils for planning, implementing, management and managing training programmes.
- The programme is directly assessed using the following indicators: student academic performance and a full accumulation of the semester (in accordance to obtained credits).
- For the purpose to provide a "quality" feedback from the employers and alumni, TMA collects surveys and analyse them periodically to determine competences and career progress.
- TMA also invites employers to participate in lectures and seminars to discuss real situations; it creates good preconditions for their participation and quality feedback in the development of the programme.
- Monitoring and periodic evaluation of MD programme is also continuously implemented using students 'surveys regarding satisfaction and expectations.
- Peer review teaching process provided by staff including feedback is in place.
- Above described report together with its corresponding recommendations are considered by the Curriculum Committee and upon mutual deliberation is made a decision regarding possible ways for implementation of provided guidance.

Evidences/indicators

- SER
- Annex 1.7 - Quality Assurance System and Procedure
- Interviews

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development: Non-binding suggestions for programme development
Best Practices (if applicable): o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
In case of accredited programme, significant accomplishments and/or progress o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
Evaluation o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard X Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation: Time table March 4, 2020

HEI's Name: Petre Shotadze Tbilisi Medical Academy

Higher Education Programme Name: Medicine

Number of Pages of the Report: 42

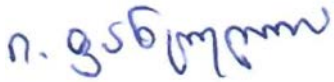
Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	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

Ivana Oborna

Expert Panel Members'

Ia Pantsulaia 

Elena Khurtsidze