See ----Annex No. 1

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Programme Medicine, One Cycle Educational Programme
Sulkhan-Saba Orbeliani University

26-27 July 2023

Final Report Submission Date:
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Tbilisi

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Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	LLC - Sulkhan Saba Orbeliani University
Identification Code of Institution	204426834
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Azim Mirzazadeh, Tehran University of Medical Sciences, Tehran, Iran
Member (Name, Surname, HEI/Organisation, Country)	Khatuna Saganelidze (field expert)
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Member (Name, Surname, HEI/Organisation, Country)	Giorgi Abuladze (student expert) LEPL Tbilisi State Medical University, Tbilisi, Georgia

[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	მედიცინა
Name of Higher Education Programme (in English)	Medicine
Level of Higher Education	one cycle
Qualification to be Awarded[2]	Medical Doctor/MD
Name and Code of the Detailed Field	0912, Medicine
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	
Language of Instruction	English
Number of ECTS credits	360
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

[2] In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

[3] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

- **General Information on Education Programme**[4]

  The reviewed program is a new one-cycle MD program in English language. The program is delivered in 12 semesters with 360 ECTs credits.

- **Overview of the Accreditation Site Visit**

  - The site visit was organized by NCEQE and on Sulkhan-Saba Orbeliani campus including meetings (with the funder, rector, Vice-rector, and Self-study team), and visits of three clinics (including Aversi clinic, university rehabilitation center and Bokhua clinic) (26 July 2023). Then we returned to the university campus and had a long meeting with the head of the program.

  - All the team members, including the foreign expert attended the visit in-person. Since the program is a new one, there were no MD students and alumni, although we had interviews with students from other university programs.

  - On the second day of the visit (27 July 2023), the team visited classes, practical labs, clinical skills & simulation center and library and remaining meetings with QA staff, affiliated and invited faculty members, students, and employers. Finally, we met as a team with the founder, rector, vice rector and head of program and provided a summary of our findings.

- **Brief Overview of Education Programme Compliance with the Standards**

Standard 1	1.1: Complies	1.2: Complies	1.3: Partially complies	1.4: Partially complies	1.5: Partially complies
Standard 2	2.1: substantially Complies	2.2: Partially complies	2.3: Partially complies	2.4: Partially complies	
Standard 3	3.1: Complies				
Standard 4	4.1: Substantially complies	4.2: -	4.3: Partially complies	4.4: Partially complies	4.5: Complies
Standard 5	5.1: Substantially complies	5.2: complies	5.3: Substantially complies		

- **Recommendations**

1. A feasible and sound system for data collection and processing which provides solid evidence about program performances on students' achievement of LOs must be designed and developed.
2. It is recommended to monitor the educational process so that the learning results are evaluated according to the methods described in the program and syllabi (in the case of the medicine program, also in accordance with the branch characteristics of medicine).

[4] When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

3. In order to achieve the learning outcomes given in the program and individual syllabi, in particular for the development of practical skills, it is recommended to revise the number of contact hours
4. Introduction to Medical Law is presented as an elective course, which, based on the outcomes of the program, should be a mandatory course.
5. The content of the Enzymology course, currently offered in the seventh semester, necessitates its relocation to the foundational phase of the curriculum.
6. To attain the desired learning results, it is essential to allocate contact hours in a meaningful distribution
7. The time allocated for assessment and teaching & learning (seminars) should be clarified in syllabi. Most of the time, the assessments are included in "seminar" which has been considered as a teaching and learning method in the MD program.
8. The objectives of syllabi such as "Basics of Clinical Science I" and "Basics of Clinical Science II" should be revised to manage the current overlaps
9. The requirement for language competency during the admission process creates an imbalance between Georgian (with national exam) and international students. Georgian students must either successfully complete the university's internal B2 exam or provide a certificate as a prerequisite for admission
10. Major revision of the content of the Professional Aspects courses. They should be started gradually from simple to complex issues and focused on the real needs of a MD student.
11. Revise the syllabi of most of the courses to include appropriate teaching and learning methods which could lead to accomplishment of LOs. It means that in preclinical subject based courses, besides lecture, there should be more active student oriented methods of T&L. For transfer of practical and professional skills there should be relevant and appropriate T&L methods
12. Provide more opportunity for meaningful patient–physicians interaction during clinical phase of the program
13. Taking into account the document of the sector benchmark of higher medical education and the minimum standards, it is recommended to integrate the portfolio/log book in the LMS system as one of the mandatory methods of assessment.
14. In a few study courses of the single-level program of medicine, where the mid-term exam is conducted with MINI-CEX, it is recommended to increase the range of exam evaluation points on the grounds that the student will face a barrier, if not overcome, he will not be allowed to plan to attend the final exam.
15. It is necessary to clarify the contribution and qualification of non-faculty members in the teaching-learning process of the students in clinical rotations.
16. The university should regularly review that they have sufficient staff (teaching and administrative) to sustain the quality of the education being provided to the students and increase the number of doctors who have activity in clinical direction.
17. It is necessary to provide support for the development of affiliated and invited staff in the field of medical education including innovative T&L and assessment.
18. It is necessary to provide more opportunities and support for faculty members for academic development in their field of studies.
19. Development of detailed planning about how the university will use the laboratories and simulation center for handling the large no. of students in each class (60 students with laboratories which just have the capacity of 10 students each time.
20. Provide enough spaces for students' clinical rotations including patients visit rooms and study rooms for students in affiliated clinics.

21. Providing more hard copies of the required books in the library for student use and loan.
22. Providing an appropriate system on how the university will supervise the quality of clinical education in such a large number of scattered clinics.
23. The institution should enhance the quality assessment system designed specifically for the implementation and advancement of the medicine program.
24. The university should provide enough resources to realize the evaluation plan on the ground or limit the plan for ongoing monitoring and evaluation of the MD program.

- **Suggestions for Programme Development**

1. It is desirable to integrate the issues of the mini clinical exam and the objectively structured practical exam into the electronic database.
2. The curriculum is currently described as a 'partially integrated' MD program still in the early stages of delivery it might be possible to explore ways to progress the curricula towards more integrated versions.
3. It is desirable that the choice of languages offered in the program is wider and that other languages are offered along with the mandatory course "Italian language", since exchange programs are planned in non-Italian speaking countries.
4. Where tutors do not have an MD qualification it would be helpful to make clear the specific subjects and skills that can be taught by other healthcare professionals and the level of qualification necessary skills.
5. It is suggested to reduce the students' number to 5-6 students in each group at the clinical practice locations.

- **Brief Overview of the Best Practices (if applicable)**[5]

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The panel thoroughly reviewed the argumentative letter which has been submitted by the SABA University and discussed all the responses. We deleted 4 recommendations. Two of them deleted because of finding out of the submitted documents by the HEI, one because of unacceptable duplication. The fourth one deleted because the team accepted the argumentative position comment. Other comments remained unchanged.

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

[5] A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

III. 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 HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The program objectives are clear and related to the field of study, level and educational program and divided in knowledge, skill, and competences. Since they are based on the latest version of sector benchmark it took into consideration the specificity of the field of medicine and are realistic and achievable. In our discussion with the top administration of the university and the self-study team it was evident that the university conducted a labor market study which shows the need for educating more international students in the field of medicine to cope with the increasing needs of the global market. Program objectives are consistent with the mission, objectives, and strategic plan of the University.

Evidences/Indicators

- Sulkhan-Saba Self-Evaluation Report on Accreditation
- Methodology of planning, formulating, and developing educational programme and its approval procedure
- Educational program;
- Analysis of the demands of labor market and employers;
- Website;
- Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.1 Programme Objectives	☒	☐	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Since the learning outcomes are based on the latest version of Sector benchmark, they:

- are consistent with programme objectives and focus on the overarching knowledge, skills and/or the sense of responsibility and autonomy defined by the programme content;
- are measurable, achievable, and realistic. Clinical sciences are oriented towards patient-centered approach and effective communication, evidence-based diagnosis, treatment, and motivation for Learning Outcomes have also been written.
- Are consistent with employment demands of programme graduates and enable graduates to continue their education onto the next level of education;
- Are consistent with the peculiarities of the field of study and labour market demands;
- Content related to research skills, methods of diagnosis and Evidence-Based Medicine understanding a patient in a broad social, cultural, etc. contexts, and global aspects of medicine alongside applying ethical, legal and professional responsibilities in medical practice have also been stated with sufficient support of documents.
- are consistent with the appropriate level of education according to the National Qualifications Framework (NQF) and with the qualification to be awarded;
- are based on the sector benchmarks developed based on the NQF;

Based on the review of the SER and interview with head of the program and self-study team, it was obvious that a diverse spectrum of stakeholders including affiliated and visiting staff and also employers were involved in the process of development of the program learning outcomes

Evidences/Indicators

- Sulkhan-Saba Self-Evaluation Report on Accreditation
- Sulkhan-Saba Learning Outcomes, benchmarks, and evaluation plan of medical program
- Sulkhan-Saba MD program
- Analysis of the demands of labor market and employers;
- Website;
- Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	☒	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The syllabi describe the methods for the assessment of the learning outcomes (LOs), components, scores, and criteria, in sufficient detail. The program is accompanied by a learning outcome evaluation plan showing in which course/component is taught and assessed.

In this scheme versatile and efficient, direct and indirect evaluation methods are planned, including oral exams, written test/quizzes, demonstration of practical skills (on simulators/mannequins, patients or standardized patients), Objective Structured Clinical Examinations (OSCEs) - in midterm evaluations Mini-OSCEs (where the number of stations can be 12 and in the final exam 12 also), Objective Structured Practical Exam (OSPE) for laboratory and/or instrumental investigations in preclinical sciences, like physiology, biochemistry and pathology. WPBA (Workplace Based Assessment) is intended to be used in clinical training, with Direct Observation of Procedural Skills (DOPS), Case-Based Discussion (CBD), and Mini Clinical Evaluation Exercise (Mini-CEX).

This assessment system is transparent and takes the peculiarities of the field into consideration. During the site visit and interviews the Expert Panel ascertained that the academic and invited staff members are all familiar with LO assessment methods. It was partially confirmed at the interview that based on these assessments, the University will make any necessary adjustments to the programme learning outcomes at that stage and before the clinical phase begins.

In summary, a range of valid performance indicators is considered by the HEI and the updated educational program can proceed according to currently accepted principles.

The rate of completion of the program in the main term is used to show the evaluation of the results of the program. Also, the future employment of students is considered as an indicator of achieving the results planned by the program. In this regard, the requirements of the medical market and employers are fully taken into account. The analysis of the evaluation of the learning outcomes of the program and the comparison of the obtained results with the target benchmark will be used for the development of the program. If necessary, modify the program goals/content/learning outcomes/assessment system.

Although the proposed program is new and therefore it couldn’t provide any evidence about how assessed the program learning outcomes and used it to improve the quality of the program but there isn’t

appropriate evidence on how the program learning outcome assessment will be used as an indicator of program effectiveness and efficiency on a regular basis and will be used to improve the program.

It is important to note that a close monitoring linkage must be assured between the preclinical and clinical parts of the educational program to check the quality of clinical training and practice after 3rd year - to promote an uninterrupted learning process, and to ensure harmony between plans and reality.

Evidences/Indicators

- SER
- Educational program
- Syllabi
- Interviews with staff

Recommendations:

1. A feasible and sound system for data collection and processing which provides solid evidence about program performances on students' achievement of LOs must be designed and developed.

2. It is recommended to monitor the educational process so that the learning results are evaluated according to the methods described in the program and syllabi (in the case of the medicine program, also in accordance with the branch characteristics of medicine).

Suggestions for the Programme Development

1. It is desirable to integrate the issues of the mini clinical exam and the objectively structured practical exam into the electronic database.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	☐	☐	☒	☐

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The "Medicine" program has been crafted following the university's Methodology for Planning, Formulating, and Developing Educational Programs. During the interview, it was found out that educational program "Medicine" was initiated by administration staff concerned, and its inception was grounded in labor market analysis, employer demands, as well as collaboration with local and foreign

partners. The creation and development of the educational program involved the participation of academic staff, students, potential employers, university administrators, and other program students. During the planning and formulation of the program, the following aspects were considered: specific field requirements, university priorities, input from employers, feedback from partners, the proportion of students to be enrolled in the program, and the balance between academic and invited staff. The faculty also ensures programme development and coordination publicity and transparency of the programme and curriculum formulation process.

The programme formulation and development are based on cooperation and all parties concerned, together with the partner universities, are involved in it. The partner universities are as follows:

1. The Catholic University of Ljubljana. (Poland);
2. Rzeszów University (Poland).
3. Vinayaka Mission's Research Foundation (India)

Programme is structured in accordance with Georgian Legislation and European Credits Transfer System. The Medicine educational program operates within the framework of the ECTS system, centering on students and utilizing the academic workload essential for attaining the program's objectives. The complete program encompasses 360 credits, equivalent to 9000 hours. Students handle a workload of 60 credits each year, with 30 credits per semester. Consequently, the standard duration of the program is 6 years (12 semesters). One academic year includes two semesters, and the duration of each semester is 20 weeks. One ECTS is 25 astronomical hours. The head of the program noted that contact hours are not equal to 5500 hours. However, the opinion of experts is that it is desirable to take this number of hours into account in the program, since the graduates will not face a barrier at the next stage of their career (required 5500 clock hours by the European Directive 2005/36/EC of the European Parliament and of the European Council of 7 September 2005 on the recognition of professional qualifications). As the acquisition of practical and clinical skills necessitates additional contact hours, particularly hands-on patient interaction in the clinic, it is recommended to increase the contact hours to achieve the desired learning outcomes. It is worth noting that there is no discussion of contact hours in reference to foundational courses; the emphasis is exclusively on clinical courses. The program designates certain courses as clerkships, which necessitate an increased amount of contact hours. The clerkship format itself emphasizes a greater emphasis on hands-on learning in comparison to independent study. The allocation of hours to practical and non-contact independent work within these clerkships led to serious concerns. For instance, when we look at the distribution of hours in the Surgery I - Core Clerkship, there is no mention of the practical teaching method; instead, 77 hours are allocated to lectures and seminars, while 70 hours are designated for independent work. In the case of Internal Medicine II - Core Clerkship, there are 75 hours designated for practical experience and 98 hours for independent study. This same pattern is observed in other clerkships like Neurology and Infectious Diseases Core Clerkship.

The qualification to be awarded on the programme graduates is in line with the programme content and learning outcomes.

The structure of the medicine program is partially integrated. However, it is worth mentioning that the current level of integration is low, and there is a desire to enhance the level of integration within the educational program

According to the self-study report, the programme rests on the SPICES model (Student oriented, Problem based learning, Integrated learning, Community based, elective driven, Systematic). By reviewing the program details and all the syllabi it is obvious that these strategies have not been implemented in the program. For example, the clinical part of the curriculum is solely based on hospitals and therefore it could not be considered as community based. Although there are few sessions in each course which use PBL as teaching methods, it is completely different from PBL as the main strategy in a curriculum.

The programme is comprised of four phases:

Phase I (Basic) -semesters I-IV

Phase 2 (Preclinical Phase) - semesters V-VI

Phase 3 (Clinical Phase) - Semesters VII- X

Phase 4 (Clinical Practice and Research Phase) - Semester XII

The educational program has a consistent structure provided by the legislation of Georgia, (compulsory (special and general) and elective (special and general) training courses), which provides according to the principle of imparting knowledge: from general to specific, from simple to complex. Meanwhile, as will be discussed in more details below, the mode for imparting knowledge in some parts of the curriculum which is related to transferable skills (such as professionalism and ethics, leadership skills and clinical skills) is not so and started from overly complex and deep topics.

To complete the medical education program, the student must accumulate 360 credits, which are distributed as follows:

Field studying courses - 337 (ECTS), including:

- Compulsory study courses (322 ECTS)
- Elective courses 15 (ECTS)

General study courses - 23 (ECTS), including:

- Compulsory study courses 16 (ECTS);
- Elective training courses 7 (ECTS);

The structure of the program maintains coherence and rationality. Both the program's content and structure are designed to guarantee the fulfillment of the intended learning outcomes.

Admission preconditions to the next component are adequate; however, it should be noted here that relocation of some courses is advisable. Enzymology is offered in the seventh semester, although it requires teaching in the basic phase according to its content.

Also, Introduction to Medical Law is presented as an elective course, which, based on the outcomes of the program (learning outcomes 3, 7, 9, and 12 within the Medicine program specifically incorporate an understanding of legal principles), should be a mandatory course.

The experts could not get a clear answer during the interview regarding the existence of the Italian language as a compulsory course in the program. It would probably be more appropriate to offer students a choice of other languages as well (except Georgian, due to the requirement of the medicine benchmark).

Higher Education Institution ensures publicity and accessibility of programme related information.

Evidences/Indicators

- Educational Program and Syllabi
- Self-Evaluation report
- European Directive 2005/36/EC of the European Parliament and of the European Council of 7 September 2005 on the recognition of professional qualifications

Recommendations:

- In order to achieve the learning outcomes given in the program and individual syllabi, in particular for the development of practical skills, it is recommended to revise the number of contact hours
- Introduction to Medical Law is presented as an elective course, which, based on the outcomes of the program, should be a mandatory course.
- The content of the Enzymology course, currently offered in the seventh semester, necessitates its relocation to the foundational phase of the curriculum.

Suggestions for the programme development

- The curriculum is currently described as a 'partially integrated' MD program still in the early stages of delivery it might be possible to explore ways to progress the curricula towards more integrated versions.
- It is desirable that the choice of languages offered in the program is wider and that other languages are offered along with the mandatory course "Italian language", since exchange programs are planned in non-Italian speaking countries.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☐	☐	☒	☐

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The program syllabi are presented in a standardized structure, detailing the course's aim, objectives, learning methods, learning outcomes, assessment methods, course content and literature.
The content of the syllabi and the required textbooks and references are aligned to the learning outcomes and are covered by different assessment methods.
In the syllabus of „ Dermatovenerology”, it is indicated that there are 6 hours of lectures, however, the Course Content includes quite a lot of material, and according to experts it will be very difficult to teach such a large volume of material to students in 6 hours and to distribute it in time.
The designated contact hours for seminars and exams in the syllabi need to be reviewed, as the current description indicates that the one-hour seminars involve activities like "Discussion on the lecture topics, Assessment: oral assessment 1 point, Practical Work 1 point" or "Assessment: Maximum 1 point for Oral Assessment" (for example in syllabus “Basics of Clinical Science I”, “Health Informatics “, “Fundamentals of Biomedical Sciences”). Also, oral, and written assessment of the whole group in such a brief time will be difficult. In addition, the activities mentioned do not represent a seminar format and, in this case, the teaching format should be renamed.
The objectives of some courses should be reconsidered by the University. For example, the course “Internal Medicine II”. This course is VIII semester course and objective defined in the syllabus is “The aim

of this course is to teach students basic knowledge of the gastroenterological, nephrology and endocrine diseases and metabolic disorders - such as etiology pathogenesis, clinical manifestation, diagnosis and general principles of treatment." This goal ("basic knowledge", etiology, pathogenesis….) does not align with the course's intended objective in the 8th semester, as these outcomes should have been achieved by the student in earlier semester courses covering pathology.

It should also be noted that the tasks of the two training courses are identical and require correction. "Basics of Clinical Science I" and "Basics of Clinical Science II" have same objective "basic knowledge about the ongoing changes of the basic vital processes in the human body, about the disorders occurring during pathological conditions and their treatment, and to develop the ability to analyze theoretical knowledge and apply it in practice".

Evidences/Indicators

- Syllabi
- Interview results

Recommendations:

- To attain the desired learning results, it is essential to allocate contact hours in a meaningful distribution
- The time allocated for assessment and teaching & learning (seminars) should be clarified in syllabi. Most of the time, the assessments are included in "seminar" which has been considered as a teaching and learning method in the MD program.
- The objectives of syllabi such as "Basics of Clinical Science I" and "Basics of Clinical Science II" should be revised to manage the current overlaps

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	☐	☐	☒	☐

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	☐
	Substantially complies with requirements	☐
	Partially complies with requirements	☒
	Does not comply with requirements	☐

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The prerequisites for admission to the educational program are relevant and transparent, in line with the legislation of Georgia, and are available to all interested persons; the characterization of the educational program is posted on the University's website: www.sabauni.edu.ge.

Prerequisites for admission to the program without unified national exams are also defined.

The focus is on the English language component:

- In the case of unified national exams, passing the English language is a necessary condition (considering the coefficients established by the University and the minimum subject threshold);
- Assessment/confirmation of the English language component for foreign students is carried out by a person presenting at least a B2 level certificate of English (IELTS, TOEFL, Cambridge English etc.).
- For foreign citizens with English language education, the relevant document (e.g., the document) is provided to applicants. For a citizen of Georgia who has received a full general education in a foreign country or equivalent education in English and who has studied in a foreign country in the last 2 years of full general education and presents the relevant document (e.g., a certificate, etc.)
- In case of passing a standardized (4 - component: listening, understanding, analysis, and speaking) exam organized by Sulkhan-Saba Orbeliani University Foreign Language Center, where the above-mentioned level of English language proficiency (B2) will be confirmed.

Enrollment in the educational program is also possible through mobility, in accordance with the procedure for transferring from a higher education institution to another higher education institution approved by the order of the Minister of Education and Science of Georgia, 2010, February 4, 10/N, and in accordance with the procedure for recognizing student mobility, internal mobility and educational credits received during the study period of Sulkhan Saba Orbeliani University.

Evidences/Indicators

- Higher Education Programme "Medicine";
- The Methodology for Determining Number of Academic and Invite Personnel according to Educational Programmes“
- Credit Recognition Procedure
- https://www.sabauni.edu.ge
- Self-Evaluation Report of Higher Education Programme

Recommendations:

- The requirement for language competency during the admission process creates an imbalance between Georgian (with national exam) and international students. Georgian students must either successfully complete the university's internal B2 exam or provide a certificate as a prerequisite for admission

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	☐	☒	☐	☐

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

There is a well-defined theme for developing practical/clinical skills and professionalism, medical ethics, communication skills and leadership skills in medical students from semester I throughout the program as Professional Aspects Courses. The existence of such a course shows the program's commitment to the development of these skills in its students. Meanwhile the organization of the content of these courses needs to be radically revised to be more logical and rational.

For example, in Professional Aspects I which is in the first semester of MD program, there is the following content:

- Topic 1. Bioethics: Ethics as a branch of philosophy. Sources of ethical norms.
- Topic 2. Bioethics: The most important ethical issues in the work of doctors. Professional duties
- Topic 3. Bioethics: Relations between ethical principles and legal regulations. Human values
- Topic 4. Bioethics: Bioethics and moral theories
- Topic 5. Bioethics: Criteria for Judging Moral theories.
- Topic 6. Bioethics: Paternalism and Patients Autonomy
- Topic 7. Bioethics: Paternalism and Patients Autonomy –CPR and DNR,
- Topic 10. Bioethics: Truth Telling and confidentiality
- Topic 11. Bioethics: Confidential Truth and a Duty to Worn
- Topic 12. Bioethics: Informed Consent
- Topic 13. Bioethics: Human Research
- Topic 14. Bioethics: Science and Informed Consent
- Topic 15. Bioethics: The Science of Clinical Trials.
- Topic 16. Bioethics: Experiments in an animal

- Topic 17. Bioethics: Physicians' treatment after therapeutic failures and medical errors. Ethical aspects of doctors' relations with industry and administration as well as relations with other doctors and medical staff

The same has happened for the content of syllabi which dealt with leadership skills.
It is obvious that these contents are not appropriate for the new students just in the first semester and the beginning of their medical career. The same situation could be traced in subsequent Professional Aspects

A total of 21 credits have been allocated for the development of science skills, and this starts from the very first semester (academic writing course) continued by the research-in-medicine module I (4 ECT), which focuses on science research elements II (4 ECT), epidemiological and biostatistics elements, which are important for data analysis. Research in medicine III (3 ECT) focuses on relevant information search sources, the PICO method and others which combine the evidence-based medicine discipline. When working on research projects, last-year students initiate research (7 ECT) in a field of interest and carry out their research under the supervision of their supervisors and/or co-supervisors, who have the corresponding qualification. In doing their research, students apply all science skills they had been introduced to and developed previously. At the end of studies, research findings are presented. Most innovative projects and research may be published in local and scientific journals.

To ensure the accomplishment of practical skills in the students, the university has agreements/memoranda with various medical institutions; at this stage, a memorandum with 28 clinics is presented. 2 medical institutions: Ltd "Davit Davarashvili Clinic" and CAMILLIANS Medical Center in Georgia - are represented as affiliated clinics. Each agreement/memorandum details the volume of annual turnover of students in the relevant medical institution and the maximum number of students in the same period (10 students at a time).

There is a sufficient amount of clinical experiences for students during the clinical rotations for attaining the clinical/practical skills of MD program. Its details and the team concerns about its adequacy will be covered in the following sections of this report.

Evidences/Indicators

- SabaUni. MD program
- SabaUni. Self-evaluation report
- Syllabi
- Interview results

Recommendations:

- Major revision of the content of the Professional Aspects courses. They should be started gradually from simple to complex issues and focused on the real needs of a MD student.

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	☐	☐	☒	☐

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Self-Evaluation Report and the program documentation state that the curriculum is implemented with student-oriented teaching-learning methods. Although SabaUni describes various teaching methods relevant to the course objectives, focused on learning outcomes including lectures, seminars, Problem-Based Learning, Case-Based Learning, discussion, lab work, group work, etc, but during review of syllabi it is obvious that only lecture and seminar have been used regularly in most preclinical courses. We could find PBL in some syllabi that are too limited in duration, and also without any details.

It should be noted here that in some of the syllabi, the teaching methods includes only lectures and seminars, which is a bit confusing, since the learning outcomes described in the syllabi cannot be achieved in the case of teaching in a seminar format (for example, course “General principles of diagnosis I”, the outcomes of which are: “Uses various medical equipment for physical evaluation (e .g. Camerton, Spadel, etc.); Conducts various tests: Rine test, Weber test and others; Carry out a consultation with a patient under ethical issues’). However, it should be highlighted here that in the same syllabus learning methods also indicate "Other (bedside teaching, CBL, role play, discussion, demonstration)", which leads to inconsistency with the information given in Teaching Load. Therefore, the information given in the syllabus should be corrected and all the points should be consistent and interrelated.

The same situation exists for transferable skills such as professionalism and bioethics. The nature of these courses mandates use of appropriate T&L methods such as debate, but in the syllabi of Professional aspect I, it is obvious that the main teaching method is lecture and a vague term of seminar which incorporates oral assessment. In Professional Aspects II, the same situation exists for communication skills.

In the clinical phase, although the teaching methods described in syllabi show patient interaction, it is limited to those times when faculty members are accompanied by the students. Considering the English language of the program, it means too limited patient interaction which does not lead to achievement of LOs.

Evidences/Indicators

- SabaUni. MD program
- SabaUni. Self-evaluation report
- Syllabi

- Interview results

Recommendations:

- Revise the syllabi of most of the courses to include appropriate teaching and learning methods which could lead to accomplishment of LOs. It means that in preclinical subject based courses, besides lecture, there should be more active student oriented methods of T&L. For transfer of practical and professional skills there should be relevant and appropriate T&L methods
- Provide more opportunity for meaningful patient–physicians interaction during clinical phase of the program

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	☐	☐	☒	☐

2.4. Student Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation. The program uses an assortment of assessments throughout the curriculum, all of which are objective, including those in the clinical training. All syllabi provide breakdown of the grading processes and rubric for scoring. Students' achievements are evaluated through various methods, such as clinical skills assessment, laboratory work assessment, practical skills assessment, shifts, patients' management, presentations, OSCE and others. As a rule, the study courses evaluation system includes as follows: current activities in each semester (40 points), a midterm exam (20 points), and a final exam (40 points). Students who fail to get 41 points after semester and final examination scores are announced are not entitled to take an additional examination. Students who get 41-50 points may take an additional examination. Students must take an additional examination in 5 days after declaring the final exam results.

Despite clear recommendations of Sector benchmark about inclusion of Logbook/portfolio for several learning outcomes, these two important tools could not be identified in the SABA UNI MD program or syllabi.

It should be noted that the assessment system in the syllabi is quite intensive. For example, "General principles of diagnosis I" student is evaluated 28 times (Oral Assessment 10 times, Written Quiz 2 times, Documentation 2 times, Role-play 4 times, Practical skills 10 times, Midterm Exam 1-time, Final Exam 1 time). It is quite difficult in terms of management, both for the lecturer and the students.

The components and methods of assessment of each academic course consider the specificity of the course, partially correspond to the learning outcomes of this course, and provide an assessment of the achievement of learning outcomes. Students receive feedback on learning outcomes, on improving their own strengths, and are for improvement.
In a few study courses of the single-level program of medicine, where the mid-term exam is conducted with MINI-CEX, it is recommended to increase the range of exam evaluation points on the grounds that the student will face a barrier, if not overcome, he will not be allowed to plan to attend the final exam. According to the existing rule, when the maximum score of the Mini-Clinical Exam is only 20, the student is given the opportunity to pass the final exam with the total marks accumulated in the lectures-seminars, even without skipping the midterm exam, which we consider inadmissible in the case of clinical modules.

Students' assessment appeal process is transparent and objective. During the interviews, students confirmed that they are familiar with the appeals process, but practically no one has used it yet. But according to the documentation and SER, these documents and their availability allow the student to request a re-examination of his work.

The Sulkhan Saba Orbeliani University has E-Learning Administration Rule, which is written clearly, according to the Sector Benchmark, HEI can provide the necessary electronic resources for remote teaching.

Evidences/Indicators

- Program and Syllabi
- Self-Evaluation Report
- Interview with staff and students
- Quality Assurance Mechanisms, Assessment Results and their Application Procedure;
- Web page https://www.sabauni.edu.ge.

Recommendations:

- Taking into account the document of the sector benchmark of higher medical education and the minimum standards, it is recommended to integrate the portfolio/log book in the LMS system as one of the mandatory methods of assessment.
- In a few study courses of the single-level program of medicine, where the mid-term exam is conducted with MINI-CEX, it is recommended to increase the range of exam evaluation points on the grounds that the student will face a barrier, if not overcome, he will not be allowed to plan to attend the final exam.

Suggestions for the programme development

- It is desirable to integrate the issues of the mini clinical exam and the objectively structured practical exam into the electronic database.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☐	☐	☒	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☐
	Substantially complies with requirements	☐
	Partly complies with requirements	☒
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

SABAUNI academic staff is highly motivated to provide students with the high quality teaching information and help them during studies.

Career-related consultations are held with students, providing them with flexible job vacancies with flexible schedules. As Program is new, we had no opportunity to meet MD students, Psychology program students were open to share their experience. Most of them work in Caritas, but only a few in the psychology field.

SABAUNI academic staff uses the OSCE exam to evaluate student knowledge. Most of the OSCE rooms are located at the university main facility.

The university has a club system, for extra activities in Sport, Music etc., helping them to communicate with each other. Clubs support students in forming their ideas into projects. Students are forming new clubs periodically.

As part of career support service, Students can meet potential employers, for international online meetings with international agencies.

Grants are available in university, however, none of them have yet due to working schedules.

Students are aware of consultation timetables and know how to access information via Website.

The university plans to help students acquire research skills. In the Self-evaluation document, it is stated that all year students will be involved, however, during the interview only 4+ year students were mentioned, as lower grade students are not qualified enough.

SABAUNI has memorandums with European universities such as Catholic university of Lille, University of Zagreb etc. Students are notified about the international exchange program via Website. Students are aware of the entire process and some of them were involved in an Exchange program in Poland.

Students are aware of the appeal system and were able to demonstrate E-learning functions, such as schedule check, contact with administration, Surveys etc.

Evidences/Indicators

- Self-Evaluation Report
- E-learning portal for students
- University Web portal - https://www.sabauni.edu.ge/en
- Interview with University Administration team, Self-Evaluation team, Heads of Programme, Academic Staff, Tutors, Invited Staff, University & Faculty QA

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	☒	☐	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➢ Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
➢ The Head of the Programme possesses necessary knowledge and experiences required for programme elaboration, and the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The program "Medicine" by Sulkhan-Saba Orbeliani University is carried out by the academic and invited personnel. 32 academic personnel (among them two foreigners) are involved in the program: out of this, 11 are affiliated and the number of the invited personnel is 50.

The personnel selection is done openly and rigorously, which is confirmed by the lecturers during the interviews. It should be noted that part of the staff is also busy in other HEIs, thus the educational process is conducted according to their free time, which in some cases means 6-8 hours of lectures-seminars in one day. Most of the staff shows that as they are working as practical practitioners at the clinics, it is necessary to distribute students in different departments in their clinic for different activities and ask the colleagues to help them with managing the students. Those colleagues are not the staff of the university.

In the Medicine program, when the clinical component is done at the university/study clinic and/or the affiliated clinic, a maximum number of students is determined as follows: not more than 6 (six) students for each patient at the Intensive Care Unit (ICU) department, while not more than 10 students at all clinical departments. At laboratory activities/at the simulated center of teaching clinical skills, a maximum number of students is 10; at workshops, the maximum number of students is 15, while at PBL/CBL activities participating maximum of 10 students. Also, there is regular reconsideration and processing of the personnel's workload schemes in accordance with the "Methodology for Determining the Number of Academic and Invited Personnel," Based on program needs, medical benchmarks, and other circumstances. For clinical practice lecturers it was said that it will be convenient for the studying process if in the assessment room (for patients) will be no more than 5-6 students. For example, in the case of Family Medicine, it was found during the observation that the room where the students must communicate with patients is too small for ten students.

Between academic and visiting staff, the visiting staff are likely to be more mobile and may leave to work in other places. This represents a potential risk to the medical program due to the leakage of contracts, especially if they are involved in important courses that will affect the sustainability of the development.

The administrative staff were working well together as an effective team as was evidenced by their responses to questions which were mostly in alignment with each other and showed an understanding of subject matters that they were not necessarily directly involved in but were delivered by others.

When looking through the implementation staff's documentation, it was not possible to find full information on some of them, many of the summaries were a bit difficult to assess as no date of update was visible.

According to the Benchmark Statement of Higher Education in Medicine, the implementers of clinical training courses must have at least 3 years of clinical experience, however confirming references could not be found, and in the case of some teachers, the state certificate was issued 1 or 2 years ago, and/or they carry out a clinical subject but are not employed in a clinic. Whilst this reflects a multi-disciplinary

health care team approach, it would be helpful to make clear the qualification needed for specific subjects and skills. Because the program is in English, all Georgian lecturers who are involved in the program should be competent in the English language on B2 level (or should have a document that confirms their activity as lecturers with foreign students) and provide the certificate.

The university determines activities outside the auditorium for the academic personnel, which is paid and for which conditional timeframes are also provided. Activities include individual work with students, consultations, the formulation of a new academic course, international mobility for study purposes, and others.

The head of the program coordinates the personnel employed within the program and ensures the distribution of academic courses and components. Also, the head of the program tries to develop practical/research components within the framework of implementing the program and cooperates with the university's other structural units if required. The head of the program in Sulkhan- Saba University is capable of undertaking her duties and responsibilities and is fully engaged in the process of development of the program.

The university's structure and functions of its structural units ensure that activities determined by the university's mission, more specifically, the faculty's educational programs are carried out. Employees with the corresponding qualification work at the corresponding structural units of the university to ensure program implementation. They ensure that students are informed, provided with due assistance and involved in extracurricular activities. The Medicine Faculty Dean and program head are directly involved in program formation. They participate in the selection of the program personnel, coordinate the process of completing memoranda with clinics, deal with infrastructure provision issues, and others.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	**Number of Programme Staff**	**Including the staff with sectoral expertise[6]**	**Including the staff holding PhD degree in the sectoral direction[7]**	**Among them, the affiliated staff**
Total number of academic staff	**32**		**32**	**11**
- Professor	5		5	
- Associate Professor	19		19	
- Assistant-Professor	1		1	
- Assistant	7		7	
Visiting Staff	50			_
Scientific Staff	0			_

Evidences/Indicators

- Personnel data of the academic and invited personnel;
- The Human Resources Management Policy;
- The Methodology for Determining the Number of Academic and Invite Personnel according to
- Educational Programmes;
- A sample of the agreement completed with the personnel;

[6] Staff implementing the relevant components of the main field of study

[7] Staff with relevant doctoral degrees implementing the components of the main field of study

- Descriptions of the university's structural units or individual staff members

Recommendations:

- It is necessary to clarify the contribution and qualification of non-faculty members in the teaching-learning process of the students in clinical rotations.
- The university should regularly review that they have sufficient staff (teaching and administrative) to sustain the quality of the education being provided to the students and increase the number of doctors who have activity in clinical direction.

Suggestions for Programme Development

- Where tutors do not have an MD qualification it would be helpful to make clear the specific subjects and skills that can be taught by other healthcare professionals and the level of qualification necessary skills.
- It is suggested to reduce the students' number to 5-6 students in each group at the clinical practice locations.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	☐	☒	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

As a result of interviews with staff, it was revealed that the university uses a questionnaire-based approach to gathering data on staff performance. Students evaluate staff at the end of each course using 'predetermined indicators. There is also an evaluation of the research activity of staff again using an agreed process. Staff complete a self-evaluation report, and this allows them the opportunity to highlight their interests in various training courses. All these indicators of staff performance are collated and monitored by the Department of Quality Management and Compliance and used for professional development.

The University provides various training courses: - For the purposes of training the Medicine programme personnel, on November 7-8-9 2022, Prof Ayhan Caliskan of Ege University held a training course in medical education methodology, where the following topics were discussed: Introduction to Assessment in Medical Education, Performance assessment- Objective Structured Clinical Examination (OSCE); Introduction to Assessment in Medical Education - Objective Structured Practical Examination (OSPE); Review of Modern Methods for Assessing Medical Education: Introduction to Assessment in Medical

Education- Workplace Based Assessment -Mini-CEX, DOPS. There was also another course on assessment by Professor Daniel Salcedo from Case Western Reserve University, School of Medicine on 8-9 May 2023, in which many faculty members (affiliated and invited staff attended). Although these 2 courses are invaluable in development of faculty members, but considering the proposed plan of the university in implementing lots of active and innovative methods of Teaching and Learning and assessment, such efforts is not sufficient and should be supplemented by more advanced courses on medical education at large and specifically on T&L and Assessments

The university offers personnel research grants, both international and local, and the opportunity to get involved in partner universities academic mobility and international projects. At this stage, the research grant ECHO AUTISM is active - initiated by the partner university (University of Rzeszów), and the affiliated clinic of the university (Camellia Medical Center), Department of Psychology and faculty of social science of Sulkhan-Saba Orbeliani University and Faculty of Medicine (three professors) are involved. Two members from the medical faculty (the Dean and head of program) granted attendance at the conference in France, Lyon (29-31 August 2022) "Refining Health and Medical Education Together" held by the Association for Medical Education in Europe (AMEE).

The university provides material and financial resources to strengthen the involvement of academic, scientific, and visiting personnel.

During the interviews, the implementers confirmed the presence of support from the university in the scientific direction.

Evidences/Indicators

- Interviews with staff, students, and employers
- Self-Evaluation Report
- Rule of evaluation of research activity
- Rules for reviewing, approving, and participating in research projects
- Personnel management policy

Recommendations:

- It is necessary to provide support for the development of affiliated and invited staff in the field of medical education including innovative T&L and assessment.
- It is necessary to provide more opportunities and support for faculty members for academic development in their field of studies.

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.3 Professional development of academic, scientific and invited staff	☐	☐	☒	☐

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Material resources owned by Sulkhan-Saba Orbeliani University are used in the implementation of educational programs.

The main building of the university is protected by sanitary, hygienic and safety norms. It has well-equipped auditoriums for lectures and practical classes, projectors and computers, free working spaces for students, and free access to the library.

Simulation center and laboratories:

The clinical simulation center is located on the first floor of the building (six rooms), equipped with simulators and mannequins, the use of which is carried out at the basic and clinical stages of training, students will master clinical manipulations at the preclinical stage. Although the head or program believes that the simulation center could provide even more than 12 OSCE stations, practically it could be around 10.

Accordingly equipped and staffed with professional staff, various laboratories operate in the main building:

- Medical teaching laboratory of Biochemistry and microbiology,
- Laboratory of medical studies for histology and pathology (teaching material with slides including normal and pathology specimens, microscopes),
- Anatomy medical teaching laboratory, equipped with anatomical moulages and an anatomical table for virtual dissection of Asclepius.

The maximum capacity of the above-mentioned laboratories is just for 10 students. It means that every 60-student cohort needs 6 time slots for each practical class in each semester, in which no whole-class activity should be organized. Although the six 10-student groups might be handled by rotating in various activities, it needs a comprehensive and robust class scheduling plan which has not been found in the submitted documents.

Library

The university library is housed in the main school building. It is equipped with all the necessary special inventory and equipment to produce library processes, the university library houses the corresponding printed and electronic fund of the medicine program, which is available to students, invited and academic staff.

Although electronic copies of basic literature referenced in the program syllabi are available for all students, there is only one hard copy of them in the university library. Since many students may use electronic versions of the books, it is not necessary such a large number of these books in hard copy, but providing one hard copy for each books that students need based on their syllabi is not sufficient.

Renewable scientific-practical, evidence-based sources are also available (specialized medical bases within the framework of the medicine program's implementation: Up to Date, BMJ).

Students and academic staff have extensive access to various international scientific databases. The right to access the following databases has been acquired for staff and students: EBSCO, Hein Online, Elsevier, etc. The university is a digital subscriber of the normative acts: "LEPL Legislative Herald of Georgia".

The library has a properly equipped reading room with an electronic catalog "OPEN BIBLIO", which is located on the University's website. Students, academic and administrative staff can find the literature they want with the help of the system.

The library space is associated with the student space, located on the 4th floor of the building, where students can spend their free time, use the modern spaces, conduct Group meetings, etc.

The library provides a wireless Wi-Fi network for equipment located in the library, personal laptops, tablets, and mobile phones.

The university also has a student portal (httpswwwstudent.sabauni.edu.ge/) used for attendance, activities, and assessment; through this portal, the university community receives the latest information and can receive feedback online.

IT laboratory:

There is an IT laboratory with 30 computers on the main campus. Although it is sufficient for IT classes for assessment purposes, it could be used just for 10, maximally 15 students. It should be noted that these classes are not only for medical students.

Clinical Facilities:

As for the clinical infrastructure necessary for the implementation of the medicine program: the university has agreements/memoranda with various medical institutions; at this stage, a memorandum with 28 clinics is presented. 2 medical institutions: Ltd "Davit Davarashvili Clinic" and CAMILLIANS Medical Center in Georgia - are represented as affiliated clinics.

Each agreement/memorandum details the volume of annual turnover of students in the relevant medical institution and the maximum number of students in the same period (10 students at a time).

It should be noted that the affiliated clinics are mono-profile clinics and provide services within the framework of only one separate direction. It is also worth noting that the clinics are scattered over quite long distances. It is important how the educational process will be monitored in 28 clinics, scattered throughout Tbilisi, and in its surroundings, for example, in Mtskheta.

The educational spaces, including patient visits and student meeting rooms, were not enough for the students.

Notably, the teachers employed in the clinics, who carry out clinical activities in parallel, will not be able to do practical activities with 10 students at once.

During the interview, it was noted that in such cases, students will be distributed to other colleagues, but it is unclear what responsibilities and pedagogical skills will be held by other staff of the clinic, who will work with students when the University professor (academic staff, invited teacher) will be engaged in practical activities.

In the memorandum from the 'Aversi Clinic,' it is stated that students will be enrolled in the following courses: Surgery I (5 weeks)- total per year 60 students- 10 students simultaneously

Pediatrics - (5 weeks)- 60 students- 10 students simultaneously

Pediatric neurology (2 weeks)- 60 students- 10 students simultaneously

Emergency Medicine- 60 students- 6 students simultaneously

Internal Medicine IV – 7 weeks - 60 students- 6 students simultaneously

However, during the on-site visit to the clinic, we observed the designated areas for student use. It's important to note that the opportunity to take all these courses was not evident for all five rotations, especially in the case of the pediatric specialization. The clinic may face challenges in accommodating such a large influx of students. Additionally, it is worth mentioning that the instructors for the rotations mentioned above are not affiliated with Aversi Clinic.

Evidences/Indicators

- Documents certifying ownership of infrastructure, technical equipment, and library funds;
- Documents certifying involvement in international electronic library database; o Library Use Rules;
- The panning drawing of the building;
- Documentation certifying possession of liquid assets; Contracts, accounting documents, inventory act;
- Self-Evaluation Report of Higher Education Programme
- Construction permit, architectural project, contract for construction works;
- Memorandums with clinics.
- https://www.sabauni.edu.ge
- Interview with programme manager, academic and invited staff, representatives of clinics

Recommendations:

- Development of detailed planning about how the university will use the laboratories and simulation center for handling the large no. of students in each class (60 students with laboratories which just have the capacity of 10 students each time).
- Provide enough spaces for students' clinical rotations including patients visit rooms and study rooms for students in affiliated clinics.
- Providing more hard copies of the required books in the library for student use and loan.
- Providing an appropriate system on how the university will supervise the quality of clinical education in such a large number of scattered clinics.

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☐	☐	☒	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

For the full implementation of the medicine program, budget planning is aimed at constant updating of material-technical resources, replenishment, and modernization of educational-library resources.

The budget is focused on the promotion of various scientific research and pedagogical activities.

Financial resources are allocated for extracurricular activities, costs for the purchase of other goods and services, and funds necessary for clinics. The program budget also allocates unforeseen expenses. The financial resources allocated to the implementation of the medical program are economically achievable.

The financial sustainability of the medicine program is ensured by revenues from both educational and other activities carried out by the University. Budget funding sources include tuition fees, state educational and social grants, private grants, donations, income from other economic activities, income from dormitories, etc. Targeted grants received from local or foreign donors are aimed at infrastructure projects, improvement of material and technical base, and other needs.

Evidences/Indicators

- Budget of Medicine Program;
- University Sustainability Policy and its budget

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	☒	☐	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	☐
	Substantially complies with requirements	☐
	Partly complies with requirements	☒
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The University has established a Quality Assurance policy and system, to ensure the ongoing assessment and enhancement of its activities and resources. The university's quality assurance service is responsible for effectively implementing internal quality assurance measures, and various units within the institution are also engaged in these processes.

The internal quality assurance office, in collaboration with program staff, consistently strives to address the shortcomings identified during the creation of the self-evaluation report and Programme self-evaluation report of Program of Medicine was prepared with an active involvement of academic and administrative staff.

Through documents provided by the University and interviews conducted during the site visit, it was evident that the University has all the necessary mechanisms and procedures in place for the continuous assessment and enhancement of teaching, learning, and research activities, following the PDCA cycle. These mechanisms encompass monitoring the academic performance of students, evaluating, and enhancing academic programs with input from both internal and external stakeholders, and assessing the performance of academic, scientific, invited, and administrative support staff.

The university conducts surveys that include participation from academic experts, invited specialists, employers, students, and alumni. These surveys are conducted to shape the development of educational programs. The goal of these surveys is to assess the current situation and use this information to define the essential criteria that should be incorporated into the educational programs.

Questionnaires submitted by the university were developed for other programs, but separate questions were added to the medicine program's questionnaires. In the Self-evaluation reports it is mentioned that “The issue of developing the Medicine programme has put the necessity of modifying the quality procedure and mechanisms at the top of the agenda. For these purposes, within the working group, activities continued in consideration of the requirements of the quality assessment mechanisms and field-related characteristics of medicine, and some changes were introduced to the opinion survey polls that were appropriately included in the regulatory procedure and the corresponding survey results forms”. However, the institution still needs to work to further strengthen the quality assessment system and adapt it to the quality assessment of the implementation and development of the medicine program. The expert's group believes that it would be good if the institution developed more detailed questionnaires (Students, Academic and Invited staff, Employers, Alumni) specifically tailored for a medicine program, since it is a regulated profession, and its outcomes and career path are different. Also, there should be considered questions related to the medicine benchmark. There should be specific questions about medicine-specific exams (OSCE, OSPE, mini-CEX, etc.) and the equipment and supporting staff they require. Also, about the number of patients who meet the requirements of students’ clerkships, according to the specific field of medicine. In addition, in section 4.2 of the Quality Assurance Mechanisms, Assessment Results, and Application Procedure, the higher education institution itself explicitly stated that “Assessment objectives and tools for each educational programme are different”.

In the “Methodology of planning, formulating and developing educational programmes and its approval procedure” the aim of the Medical Programme is described, which is different from the aims indicated

in the Programme and other documents. The university should ensure consistency in the records provided within the documents.

Evidences/Indicators

- Satisfaction Surveys
- Satisfaction Evaluation Forms
- Course evaluation survey form
- Survey results examples conducted by higher education institution
- Indicators of learning outcomes achievement
- Self-evaluation report
- Methodology of planning, formulating and developing educational programme and its approval procedure
- Quality Assurance Mechanisms, Assessment Results, and their Application Procedure
- Interview results.

Recommendations:

- The institution should enhance the quality assessment system designed specifically for the implementation and advancement of the medicine program.

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	☐	☒	☐	☐

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The external mechanisms for ensuring quality at the university encompass Authorization and Accreditation by the National Center for Education Quality Enhancement.

During the interviews, it became clear that the external evaluation of the program was done by foreign colleagues. The program underwent a comprehensive evaluation involving several professionals including Professor Machievski, the dean of the partner university's Faculty of Medicine, along with Vice Dean Elvira Lazić Mosler, MD, PhD, from the University of Croatia's School of Medicine, and the dean of the Faculty of Medicine at Tbilisi State Medical University (TSMU). Their recommendations focused on

integrating components and utilizing contemporary teaching methods. The international colleague provided some recommendations and HEI followed them.

Evidences/Indicators

- Self-evaluation report
- MoU
- Recommendations indicated SER
- Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	☒	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Medicine educational program is in its early stages. As the learning process commences, continuous monitoring will be conducted in alignment with the outlined quality assurance mechanisms. Using the collected data, the Quality Assurance Department will juxtapose the activities from the previous reporting period with the ongoing year. This analysis will help identify the program's strengths, areas requiring improvement, opportunities, and potential challenges. This approach will empower the university to refine the program's development. The process of program monitoring and regular assessment involves the participation of academic, scientific, invited, administrative, and support staff, as well as students, alumni, employers, and other relevant stakeholders. This comprehensive approach entails systematic data collection, examination, and analysis.

The plan for monitoring and evaluation of the MD program (including design and development of evaluation tools, collecting the information, analysis and interpretation, and drafting the reports) is too comprehensive to be done by three personnel of the QA unit. As it mentioned before, the Quality Assurance personnel are interested and able to handle their jobs, but the magnitude of the evaluation plan which has been mentioned in the provided documents is so elaborate that it seems impossible to be handled by just three personnel.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Course evaluation survey forms
- Survey results templates conducted by higher education institution

Recommendations:

- The university should provide enough resources to realize the evaluation plan on the ground or limit the plan for ongoing monitoring and evaluation of the MD program.

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	☐	☒	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	☐
	Substantially complies with requirements	☒
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):
Name of the Higher Education Institution:

Sulkhan Saba Orbeliani University

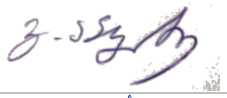
Name of Higher Education Programme, Level:
Medicine, level VII

Compliance with the Programme Standards

Evaluation **Standards**	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the rogramme	☐	☐	☒	☐

2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	☐	☐	☒	☐
3. Student Achievements, Individual Work with them	☒	☐	☐	☐
4. Providing Teaching Resources	☐	☐	☒	☐
5. Teaching Quality Enhancement Opportunities	☐	☒	☐	☐

Signatures:

Chair of Accreditation Expert Panel	
Azim Mirzazadeh	
Accreditation Expert Panel Members	
Khatuna Saganelidze (field expert)	
Tamar Goderidze (field expert)	
Giorgi Abuladze (student expert)	
Davit Jikia (field, employer)