



Accreditation Expert Group Report on Higher Education Programme

Medical Doctor, English MD, one-cycle

LLC – Avicenna Batumi Medical University

Evaluation Dates: 25-26 October

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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 Avicenna-Batumi Medical University
Identification Code of Institution	445655700
Type of the Institution	Teaching 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)	Irine Pkhakadze – LEPL Akaki Tsereteli State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamar Goderidze – LLC University of Georgia, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Irakli Gagua - LLC Gagua Clinic, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Luka Abashishvili – LEPL Tbilisi State Medical University, 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)	დიპლომირებული მედიკოსი
Name of Higher Education Programme (in English)	Medical Doctor
Level of Higher Education	7
Qualification to be Awarded ²	Medical Doctor
Name and Code of the Detailed Field	Medicine - 0912
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 Programme⁴

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

1. The site visit was organized by NCEQE and on Avicenna-Batumi University campus.
2. The meetings were organized around the standards areas. We also had a meeting with invited and affiliated faculty members. In the first meeting which was about standard area 1, we met the university Rector, Program Head, Head of International Relations and Strategic Planning, Head of RCHL, Deputy Dean, Head of NCDC Adjara Branch and Head of 'Health' clinic (25 October 2023). The team visited classes, practical labs, clinical skills & simulation center, and library in the afternoon of the first day of the visit.
3. 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.
4. On the second day of the visit (26 October 2023), we had visits of two clinics (including multi-profile clinic and University Medical Center which the university campus is part of) and a meeting with QA staff around area 5 standards. Finally, we met as a team with the 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: Complies	1.4: Complies	1.5: Substantially complies
Standard 2	2.1: Complies	2.2: Complies	2.3: Partially complies	2.4: Substantially complies	
Standard 3	3.1: Complies				
Standard 4	4.1: Complies	4.2: -	4.3: complies	4.4: Substantially complies	4.5: Complies
Standard 5	5.1: Complies	5.2: Complies	5.3: Complies		

▪ Recommendations

- It is recommended to revise some syllabi to clarify the content, learning outcomes according to place (semester) in the program structure ("From Student to Physician - Professionalism A").
- Major revisions of most syllabi to adjust the teaching and learning methods to the mentioned LOs
- Correction of the mistakes or ambiguity in definition of teaching and learning methods
- Elaboration on formative aspects of the student assessment system especially providing feedback about the student progress before final decision on her/his graduation
- Modifying the program plan for defining separate Minimum Pass levels for different subjects of an integrated course or clarification on its practical implementation in the program

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

- Although several modern methods for assessment of students are mentioned in the program and syllabi, it is not ensured that the university faculty members have a clear understanding of them. It needs to be addressed urgently by more faculty development initiatives
- Fixing the problem of air conditioning of some of the classes
- Considering the number of the students which has been proposed to be admitted each year (180 students each year), the numbers of auditorium, rooms and facilities seems to be inadequate and should be precisely reconsidered if the university insists to admit such a large number of students each year.

- **Suggestions for Programme Development**
 - Include evaluating the basic knowledge of medicine-related subjects (Biology and/or Chemistry) during the admission of students.
 - Correction of the level of integration of phase I modules from transdisciplinary to more real levels of integration (multidisciplinary)
 - As student numbers continue to increase, 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.

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

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

- **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 mission of the AVICENNA university is to create a dynamically developing, research and innovation oriented, intercultural, free educational space that will contribute to promoting public health through spreading knowledge and the latest scientific achievements in response to global and regional challenges; to facilitate the formation of a highly competent, competitive, human health and wellbeing-driven, caring and independent professional who will be adaptive to a changing environment

Avicenna-Batumi Medical University's educational program Medical Doctor aims to prepare dynamically developing, research and innovation-oriented, caring for the health and well-being of the society, independent, competitive professional who responds to global challenges.

5 sub-objectives of the program are consistent with the mission and vision of the University:

- To train a professional who will have been equipped with theoretical knowledge of biomedical and clinical science, aware of the practical importance of translational and evidence-based medicine and the role of bioinformatics in medicine;
- To prepare a professional with the MD qualification who will be able to diagnose and manage basic health problems considering the needs of the individual and society at the primary, secondary and tertiary levels of the health care system; conduct standard clinical procedures, prescribe rationally with an understanding of basic pharmacology, consult for the patient in the usual and force majeure environment, identify, aid, resuscitate, and manage a critical patient;
- To educate a doctor with modern intercultural thinking who will be able to adapt to a dynamically changing environment, think globally and have high standards of responsibility to society;
- To raise a doctor with humane, high ethical values who will be able to realize and promote the common need for health, longevity, and well-being of society, to contribute to the development of the health care system;
- To develop the student's skills to communicate effectively in an interpersonal and medical context, knowledgeable in the basis of psycho-social science, and capable of self-directed learning and development.

Based on the SER the implementation of the above goals will be achieved by the maximum integration and internationalization of the programme, which, in addition to the systematic support of continuous medical education, requires striving for the improvement of the intellectual, material and technical resources in educational institutions, the sharing and implementation of the model and experience of the high-quality western medical field and the effective medical education system. Objectives and outcomes of the program were understood by the Head of the program, the General Board of Partners of all institutions and the Academic Advisory Board of the MedCenter even before the establishment of the University, the objectives and learning outcomes of the program, as well as the program itself, were refined and developed in its structure and content.

Based on feedback received, access to resources, and revised Medicine Sector Benchmarks of Higher Education. The process of formulating the program objectives was preceded by the research of the labor market, the survey of employers, graduates, and students of a similar program, the analysis of the opinions of professors and teachers, etc. Programme objectives are clear, realistic, and achievable, they illustrate the contribution to the development of the field and society, are public and accessible on the website of the institution.

Evidences/Indicators

- One-cycle educational program of “Medical Doctor” (English) (<https://avicenna.ge/ge/about/legal-reference/university-regulations>).
- Avicenna Self-Evaluation Report
- 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Educational Program learning outcomes are based on the sectoral benchmarks; are consistent with the appropriate level of education according to the National Qualifications Framework (NQF) and with the qualification to be awarded; Based on the SER and interview results program learning outcomes are established with the participation of all programme stakeholders, specifics of the study field and are consistent with programme objectives, although are measurable, realistic and achievable.

The educational programme of "Medical Doctor" defines the following competencies for graduates:

Sectoral competences, ways of achievement and evaluation methods:

Knowledge and understanding

A graduate knows:

- normal human structure, function and development, from the molecular unit to the whole organism;
- molecular and cellular bases of normality and disease, laws of inheritance, difference between normality and disease, integration and regulation of physiological mechanisms;
- causes of damage to organ systems, functional deficits and diseases, clinical, histopathological, laboratory and radiological manifestations and specific methods of intervention necessary for diagnosis, treatment and prevention;
- Epidemiology of diseases affecting the population, methods of early detection and prevention.
- measures to be taken to reduce incidence and prevalence;
- The factors (psycho-social, socio-economic, environment, lifestyle and cycle) affecting the patient's health, disease and disability.

Skills

A graduate can:

- carry out a consultation with the patient - collecting anamnesis, conducting a physical examination; clinical thinking and decision-making, providing explanations and advice; patient support and protection of his rights; assessment of the patient's psycho-emotional status;
- plan and execute relevant diagnostic and therapeutic intervention based on the combination of clinical signs, carry out differentiated diagnosis, disease management at different stages and in different environments, management of acute and chronic conditions, care for terminally ill patients and their families;
- recognize and assess emergency medical conditions, injuries, treatment - in accordance with guidelines, considering the age and gender factors, with the principles of personalized medicine;
- prescribe medicines corresponding to the clinical condition - considering the safety principles of rational and safe pharmacotherapy, Pharmacoeconomics;
- conduct basic practical procedures - including indication determination, correct, safe intervention planning, implementation and interpretation of results;
- effectively communicate in written and verbal medical context - with the patient, the patient's relatives, colleagues, law enforcement personnel and the mass media, regardless of social, cultural, religious or ethnic affiliation;
- refer to ethical and legal principles in medical practice;
- assess psychological and social aspects related to the patient's disease;
- apply evidence-based principles, skills and knowledge;
- effectively use information and information technologies in the medical context, produce documentation in compliance with legal regulations;
- use scientific principles of biomedicine in medical practice and research, apply proper methods and knowledge;
- Implement health promotion activities, involve in public health issues, and work efficiently in the health care system.

Responsibility and autonomy:

A graduate:

- manages and adapts to complex, unpredictable or multidisciplinary learning and/or work environments through new strategic approaches, contributes to the development of professional knowledge and practice; takes responsibility for the activities and professional development of others; carries out self-directed learning;
- raises awareness of the role of scientific research, including biostatistics and the principles of evidence-based medicine;
- raises awareness of the need for and importance of continuous patient care, as well as legal and ethical principles;
- acts in compliance with the highest standards of professionalism, both within the field and non-medically, including in a multicultural, international environment, as an impartial, creative, honest, ethical, self-critical, independent, empathetic and amiable person to patient, colleague and future generation.

Evidences/Indicators

- One-cycle Educational program of Medicine “Medical Doctor” (English) (<https://avicenna.ge/ge/about/legal-reference/university-regulations>).
- Avicenna Self-Evaluation Report
- 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 educational program of Medical Doctor is designed in accordance with the Higher Education Qualifications Framework and the sectoral benchmark of medicine. The present program does not have an active student, and its results for the given stage are evaluated according to the deterministic evaluation principle.

The combination of the components of the program ensures that the goals and learning outcomes of the program are appropriate to the Higher Education Qualifications Framework. The curriculum is fully integrated, including horizontal and vertical integration.

The curriculum map shows that, upon completion of the program, Medical Doctor will have developed the following field competencies: Field knowledge, consulting patients, Assess clinical presentations, order investigations, make differential diagnoses, Providing first aid in emergency medical situations (First aid and resuscitation measures), Drug prescription, Communicate effectively in a medical context, The use of Ethic and Legal Principles in Medical Practice, Evaluation of psychological and social aspects regarding patients.

How the specific learning outcomes of a particular program or component are achieved is analyzed by a map of learning outcomes. The map illustrates progression of degree of learning outcomes I-PM (1 - introduction; 2 - deepening the knowledge/practice; 3 - mastering).

The Institution utilizes several accepted control methods to monitor the program and to evaluate the students' academic performance.

Because the students were not enrolled in the MD program, direct assessment of the study results and the analysis of academic performance has not been done yet.

During discussions with the academic staff, it was apparent that the Head of Program fully understood the meaning of the integrated curriculum, its' vertical and horizontal alignment, and its relationship to the assessments, it became apparent at the process of meeting with the staff, that all staff in the clinical departments have English language competency. The meetings and interviews with the invited and academic staff revealed that the function of their practical/theoretical implementation in this program is clear. According to this, we can predict that they can support students appropriately to achieve the learning outcomes of clinical courses.

Department of University Educational Process Management and Department of Quality Assurance plan to survey students regularly. The survey will be conducted mostly after the completion of the module. The opinion poll will be conducted electronically with the help of pre-made questionnaires. Students will have the chance to evaluate academic and visiting staff, courses, modules, and issues, which involves evaluating the learning process and will be conducted anonymously.

After processing the questionnaires, the results will be analyzed, and these results will be used to plan the learning process and update the syllabus (if necessary). Based on the data received,

Academic and visiting staff will analyze teaching methods, approaches, course A content and evaluation system that facilitates analysis and measurement.

The syllabi adequately describe the assessment methods, components, scores, and criteria for learning outcomes (LOs). The program is accompanied by a Learning Outcomes Assessment Plan showing which courses/components are taught and assessed. But, in some courses, for example communication-collaboration, it would be desirable to evaluate learning outcomes from the beginning of the course. It is also not sufficiently discussed why it is necessary to offer a surgical course to students along with the basic subjects.

The scheme envisages versatile and effective direct and indirect assessment methods - oral exam, written test/quiz, demonstration of practical skills (on simulators/mannequins, patients, or standardized patients), Objective Structured Clinical Examinations (OSCE) - in between. Assessments Mini-OSCE (where the number of stations can be 12 and in the final exam 12 =-14), objective structured practical examination (OSPE) for laboratory and/or instrumental investigations in preclinical sciences such as physiology, biochemistry, and pathology. WPBA (Workplace Based Assessment) is designed for use in clinical training with Direct Observation of Procedural Skills (DOPS), Case Based Discussion (CBD), Mini Clinical Evaluation Exercise (Mini-CEX).

This evaluation system is transparent and considers the peculiarities of the industry. During site visits and interviews, the expert panel found that academic and visiting staff are all familiar with LO assessment methods. At the interview, it was confirmed that the university is ready to make all necessary adjustments to the learning outcomes of the program before the clinical phase begins.

In short, many valid indicators are considered in higher education institutions, and the updated educational program can be done according to the currently accepted principles. However, it is important to note that a close monitoring link should be ensured between the preclinical and clinical parts of the educational program to check the quality of clinical training and practice after the 3rd year - to facilitate the process of continuous learning and to ensure harmony between them.

The rate of program completion is used in the basic term 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 considered.

For the program's development, the analysis of the evaluation of the learning results and the comparison of the obtained results with the target mark will be used. Modify program objectives/content/learning outcomes/assessment system if necessary.

Evidences/Indicators

- SER
- Educational program
- Syllabi
- University web page
- Interviews with staff and students
- External audit report (appraiser - expert, Christopher

- Stevens)
- Program Learning Outcomes Assessment Map

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
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 educational program of Medical Doctor of Avicenna –Batumi University is designed in accordance with the Higher Education Qualifications Framework and the sectoral benchmark of medicine.

The programme is aimed at developing learning outcomes of the second level of higher education; presupposes knowledge of basic natural, behavioral and social, clinical sciences, drugs and their prescribing principles, as well as awareness of the public health system and the doctor's role in this system, ethical and legal principles.

The programme is integrated by the principle of both horizontal and vertical integration. Although in SER and MD programme have been mentioned that the modules are at the level of transdisciplinary integration, but with review of the program and syllabi, it is obvious that the modules are maximally integrated at the level of multidisciplinary integration.

The programme is focused on developing clinical competencies, basic skills and mastering in effective management of medical resources.

To achieve the set objectives and planned goals, the programme's structure and the content was formulated according to the following principle:

1. The curriculum divided in three main phases which includes **Basic phase** (which is mostly compatible with basic sciences phase of other curricula), **Preclinical phase** (which is mostly compatible with pathophysiology phase of other curricula) and **Clinical phase**.
2. The content of the basic sciences phase is classified in three sections: From Molecules to Cell, From Cells to Organs and From Organ to System.
3. There are three courses which covers other aspects of medicine including:
 - Communication skills, sociology and psychology (communication and collaboration block, A- B and C);
 - Professionalism (From Student to Doctor, A-B-C); and
 - Scientific and research skills (from students to scientists, A-B-C)

For example, from students to scientists, A-B-C covers the scientific component in order to align the programme with the qualification framework and the field standard of medicine. It includes the following courses based on the principle of vertical integration - Phase A - research ethics, evidence-based medicine, biostatistics, fundamentals of scientific research, research design; Phase B - public health and epidemiology, artificial intelligence, data analysis, research methodologies; Phase C - translational medicine, clinical trials and good clinical practice (GCP), academic English, scientific project.

The clinical skills component of the program was developed according to a unified principle and was disseminated at different stages of the curriculum - from simple to complex gradation principle.

Practical classes are held in Clinical Skills, Simulation Training and Assessment Centre of the University, which is equipped with multifunctional simulators and models of the world's leading manufacturers; Both teaching and evaluation (OSCE, OSPE) are carried out in the mentioned center; The student's implementation in the clinical environment begins in the first semester, continues throughout the whole cycle of the study and reaches its maximum in the twelfth semester, which is fully devoted to practice (30 credits).

From the first to the twelfth semester, basic medicine disciplines decrease, and the share of clinical courses increases; and paraclinical study disciplines are distributed almost equally over the entire period of training.

Evidences/Indicators

- Regulations for planning, elaborating, approving, implementing, evaluating and developing educational programs of Avicenna - Batumi Medical University
- Avicenna- Batumi University SER
- One-cycle Education Program of Medicine “Medical Doctor” of Avicenna - Batumi Medical University
- Labour Market Research
- Minutes of Self-evaluation/accreditation working group sessions of One-cycle Education Program of Medicine “Medical Doctor” of Avicenna - Batumi Medical University

Recommendations:

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

Suggestions for the programme development

- Correction of the level of integration of phase I modules from transdisciplinary to more real levels of integration (multidisciplinary)

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 content and results of the training course of the Avicenna University educational program, considering the teaching methods and the volume of credits, ensure the achievement of the goals set by the program and the results provided for by the framework of higher education qualifications. The number of credits allocated to the study course (number of contact and independent hours) corresponds to the content and learning outcomes of this course. Specifics of the course are provided. The number of contact hours, teaching-learning methods correspond to the content and learning outcomes of this course. The program includes prerequisites for admission to the study course, which are reflected in the syllabi. The learning outcomes of the training course are evaluated with appropriate criteria, depending on the specifics of the training course and are described in detail in the syllabuses.

The teaching material indicated in the syllabuses of the study courses, since the updated literature, the university has developed an activity of the persons implementing the teaching process, which provides delivery of the literature to the students. During the interview, one of the lecturers implementing the syllabus of the program noted that the university has received funding that significantly helps the university in the specified direction. During the interviews, the representatives of the panel also emphasized that reading medical literature in any international language is necessary for any working doctor, so the emphasis on the teaching process is shifted to raising the level of English.

Considering the needs of the region, diverse clinical bases and academic human resources, regionally specific directions such as transplantology, marine medicine, tourism, etc., were integrated into the curriculum;

The study materials mentioned in the syllabi were published no earlier than 2022, each of them is recognized as the main textbook for studying the specialty and is available in both material and electronic library bases of Avicenna.

The contracts with hospitals contain details regarding the number of students to be placed or specifications of their activities during clinical courses. During the Bioethics and Communication skills courses students should have access to patients and the acceptability of this process was obvious during the interviews with the clinics staff. The university has an integrated library system, the online library has access to electronic databases: Scopus, eDuke Journals Scholarly Collections, and more. The e-library is easily accessible to students, including in electronic/distance

learning conditions, which significantly contributes to the achievement of program learning outcomes. The possibility of remote access, as well as e-learning resources, is provided by the Avicenna e-learning system (LMS), which was implemented because of outsourcing cooperation with the partner company "ini.ge group" LLC.

Some syllabi, for example "From Student to Physician - Professionalism A" need to revise and clarify the content of the syllabi, which requires more emphasis on surgical activities for fourth semester students.

Evidences/Indicators

- o Program learning outcomes map - in the educational program
- o Curriculum - in the educational program
- o Curriculum Map
- o Learning Outcome Assessment plan
- o Library resources (e-library databases)
- o Self-Evaluation Report
- o Interviews with staff and students

Recommendations:

- It is recommended to revise some syllabi to clarify the content, learning outcomes according to place (semester) in the program structure ("From Student to Physician - Professionalism A").

Suggestions for the programme development

- o 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
1.5. Academic Course/Subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational objectives, and their compliance with the programme learning outcomes with the programme	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

Based on a thorough review of the provided documents, website, and interviews, the program admission preconditions have been explained in detail. According to the "Regulation of the Educational Process" document B1 English level is required to be admitted to the university without passing the Unified National Examinations, which will be checked upon the admission interviews. The English test sample template is public and accessible to every student on the website.

Evidences/Indicators

- Regulation of Avicenna - Batumi Medical University, LLC
- Regulation of School of Medicine of Avicenna - Batumi Medical University, LLC
- University website
- Interviews

Recommendations:

○

Suggestions for the programme development

- Include evaluating the basic knowledge of medicine-related subjects (Biology and/or Chemistry) during the admission of students.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 are certain components in Avicenna–Batumi University MD program which focused mainly development of practical, clinical, transferable and research skills in the students.

The structure of the Center for simulation training, clinical skills and assessment is used as a framework for the practical component of the curriculum - from the basic manipulation station to the simulation station. It is on this principle that the components of clinical skills were integrated into the curriculum, which, under the coordination of the Head of the center, are built into practically all modules of the curriculum with content consistency, to this or that extent. Their great concentration is in the "Professionalism - from student to doctor " block, and the five courses of the last two semesters (internal medicine, surgery, obstetrics-gynecology, pediatrics, critical medicine-emergency) are fully devoted to practice. In MD Program and SER, the university uses EPA in their teaching and assessment, but it is obvious that based on Georgian regulation it is not possible to implement EPA in MD programs. In Interview with faculty members, it was also obvious that the faculty members are not aware of the real meaning and implications of EPA in their program and daily activities.

The development of practical, scientific, research, creative, performing and transferable skills of students is ensured by both the entire curriculum and specific modules - communication-collaboration, from student to scientist, from student to doctor, health and longevity, which include such subjects as - responsibility to society, sociology, mentoring and empathy, self-directed learning, self-care, women's rights, ecology, global health and more.

Also, the curriculum is accompanied by a diverse list of optional courses, where students will master the basics of philosophy, leadership, management and marketing, art [1]. In order to develop students' practical, scientific, research, creative, performing and transferable skills, the teaching of scientific skills and the involvement of students in scientific research at the one-cycle educational program of Medicine begins at the initial stage of the program; within the framework of the "From Student to Science" block, with a view to developing research skills, from the third year of study students will do such study courses as research ethics, evidence-based medicine, biostatistics, basics of medical research, teaching design; public health and epidemiology; data processing and analysis; research methodology; translational medicine; clinical trials and good clinical practice (GCP); scientific project and others. In addition, each course provided by the curriculum is designed in such a way that it considers the improvement of individual professional and scientific-research skills. Students will be able to participate in student scientific conferences from the first year of the academic year.

The performance of the student's scientific-research work/project is a mandatory component of the one-cycle educational program of Medicine and aims to develop scientific-research skills including teaching the basic principles of research planning, organization, management, analysis of results, critical evaluation of scientific information and presentation of findings. To ensure the University has introduced the Rules for planning, implementation and evaluation of the scientific-research component within the one-cycle educational program of Medicine, the purpose of which is to promote the establishment of the principles of academic integrity, protect intellectual property and prevent plagiarism. Besides, additional requirements for the scientific-research paper/project are described by the syllabus of the scientific-research paper. According to the research development policy of the HEI, one of the main principles of conducting scientific research at the University is "involvement of students in scientific research". In order to ensure the promotion of students' involvement in the research carried out by the University, the tasks of achieving the research promotion mechanisms are defined, including: consideration of the research project in the educational program, training of academic and invited personnel on the guidance of the implementation of the student's scientific research project, development of the funding mechanism for student research, organization of extracurricular research competitions and activities for students, encouraging students to participate in research activities outside the University, organizing student scientific conferences. The "Rule of support for University

scientific research" of the HEI establishes the legal framework for the financing of scientific research carried out by the University and its structural units, academic and invited staff, as well as students, the conditions and procedures for obtaining funding or co-financing for research activities in accordance with the University's research budget. The purpose of the rule is to promote the development of scientific research at the University, professional competition and competitiveness among academic staff, the development of research skills of the staff and the University students involved in research with them, and the realization of the goals in the field of scientific research determined by the policy of the development of scientific research of the University by introducing objective, fair and transparent mechanisms for financing and supporting University scientific research. [4] In order to promote the scientific-research activities of the University staff and students, a structural unit supporting scientific performance - the Scientific-research Center for Health and Longevity - has been created in the University. The Center is responsible for planning, directing and administering the University's fundamental and applied research. The center ensures the promotion of the University's scientific and research activities, the involvement of university staff/students in the research and coordinates the research process.

Evidences/Indicators

- One-cycle educational program of Medicine “Medical Doctor” of Avicenna-Batumi Medical University
- The procedure for planning, implementation and evaluation of the scientific-research component within the one-cycle educational program of Medicine of Avicenna -Batumi Medical University
- Science Research Development Policy of Avicenna - Batumi Medical University
- Rules for supporting University scientific research of Avicenna - Batumi Medical University, LLC
- Regulation of Scientific - research Centre for Health and Longevity of Avicenna - Batumi Medical University, LLC
- Agreements and memoranda with economic agents, practice and research-scientific facilities

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
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Avicenna University 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. In many syllabi, there are lots of methods which have been mentioned as teaching and learning methods, but when you review the details of the session hours, you couldn't find any session in which that methods have been used.

In MD program, there are the names of different methods. By reviewing their definitions it is obvious that they are far from the original definition of that methods. For example the EPA has been defined as:

EPA's - Entrustable Professional Activities -involves conducting various activities by the student in a medical setting. This method allows the student to strengthen practical skills and deepen theoretical knowledge in various clinical situations, whether it is an operating block or an emergency room, etc., the student learns through observation and practical work.

The definition with EPA in sector benchmark:

EPA's (Entrustable Professional Activities) - an entrusted professional activity, which refers to an activity (usually a combination of several competencies) that a student can be entrusted to perform without supervision after he or she has fully acquired the competencies necessary to perform this activity

The same situation exists for transferable skills such as communication skills. The nature of these courses mandates use of appropriate T&L methods such as video recorded guided reflection and direct observation and receiving feedback and some of these methods have been mentioned in relates syllabi, but there isn't any session in that course which used these methods.

There isn't any clear definition of seminars which has been used so deliberately in the program.

In the clinical phase, the methods which has been mentioned in clerkship courses is clerkship which is too ambiguous. There are only few hours for each subjects without any clarification of the real methods which will be used for development of the required skills in the students.

Evidences/Indicators

- Interviews with Academic Personal
- Syllabi
- Self-evaluation Report

Recommendations:

- Major revisions of most syllabi to adjust the teaching and learning methods to the mentioned LOs
- Correction of the mistakes or ambiguity in definition of teaching and learning methods

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

The student assessment system is clear, transparent, based on Georgian legislation and basic principles of a well-defined assessment system. The assessment system uses several methods for assessment of students in basic, practical, and clinical aspects of medicine to ensure the achievement of LOs.

Establishing a commission which will decide about the final accomplishment of the competencies required by the sector benchmark and LOs of MD program is a modern concept about student assessment. Regardless of the difficulties which inherently exist in such a system, it is late to just evaluate the student's performance in the final stage of its training. In such systems, it is necessary to develop policies and procedures to provide systemic, regular, and clear feedback about student performance during her/his training.

During the interview and by reviewing the syllabi of integrated courses, besides final minimum pass level for each course, there are separate minimum pass levels for each component of that course. Regardless of the relative impossibility of implementation of such a complicated system, there was not any clear plan on how to handle such a huge task.

During the interview, it was obvious that for at least some faculty members, the real meaning of Mini-CEX and its differences with end-of rotation evaluations are not clear. The same has happened with Entrustable Professional Activities (EPAs).

Evidences/Indicators

- Interviews with Academic Personal
- Regulation of Avicenna-Batumi Medical University, LLC;
- Regulation Rule for Study Process of Avicenna-Batumi Medical University, LLC
- Site visit
- Map of Study courses and learning outcomes of the program;
- One-cycle educational program of Medicine “Medical Doctor” of Avicenna-Batumi Medical University
- Regulation for academic integrity of Avicenna-Batumi Medical University, LLC.
- Self-evaluation Report

Recommendations:

- Elaboration on formative aspects of the student assessment system especially providing feedback about the student progress before final decision on her/his graduation

- Modifying the program plan for defining separate Minimum Pass levels for different subjects of an integrated course or clarification on its practical implementation in the program
- Although several modern methods for assessment of students are mentioned in the program and syllabi, it is not ensured that the university faculty members have a clear understanding of them. It needs to be addressed urgently by more faculty development initiatives

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input checked="" type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

Although the University hasn't enrolled students yet, they have developed a comprehensive plan to support them. The University provides information about the procedural steps and consults with students about their rights, the study process, and career development. They have also established an independent student self-governance body and ensured that students have representation in the University's governing structures. In addition, the University

takes into consideration the social and mental well-being needs of students. They have multiple memorandums with local sports, art, and cultural centers and plan multiple events to address these needs. The University also has a structural unit of Psychological Support and Improvement of Interpersonal Communication, which offers free psychological support to students in need. Furthermore, the University has signed memorandums with international Universities to facilitate exchange programs.

Evidences/Indicators

- Regulation of Avicenna - Batumi Medical University, LLC
- Regulation of School of Medicine of Avicenna - Batumi Medical University, LLC
- Social Support Policy of Avicenna - Batumi Medical University, LLC;
- University website
- Interviews

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master’s and doctoral students to perform the scientific-research component successfully.
- Within master’s and doctoral programmes, the ratio of students and supervisors enables us to perform scientific supervision properly.

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
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3.2. Master's and
Doctoral Students
Supervision

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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 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 experience 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

154 people (including 10 professors, 14 associate professors, 6 assistant professors, 23 assistants and 101 invited teachers) are involved in the implementation of the one-cycle education program "Medical Doctor". Pedagogical load for academic staff was determined in the following amount: for professor - 300 hours, for associate professor - 320 hours, for assistant professor - 350 hours, for assistant - 400 hours.

The HEI personnel selection, recruitment, workload organization, evaluation, procedures of provision of incentives and participation in professional development activities are defined by the HEI Regulation, HEI Staff Management Policy and Recruitment Rule of the Academic and Invited Personnel. The personnel selection rule defines the hiring procedures, while the job descriptions define the qualification requirements. In additional it was apparent during the visits that all persons, they are active in implementation of this program, especially clinical teachers that were present for the visit can speak well in English.

It was clear during the meeting with staff that based on different basic trainings, in modern approaches to education and training all the Faculty and Invited staff were aware of the principles of teaching methodology and assessments. This was particularly the case for those staff who will be delivering teaching in the Clinical Environment. Although we were told that additional training sessions will be provided and would be delivered to the whole staff members.

The workload of the implementing persons also includes counseling of students. In the university, the culture of academic counseling of students is developed. The consultation mechanism is not limited to the advice received from the lecturer for the pre-examination with feedback. Student counseling is carried out by lecturers in a systematic and inclusive manner within the scope of competence, to inform students about the planning of the educational process, academic achievements on improvement, employment, research projects, grant competitions, various local and about international conferences, projects, and events. Qualifications of academic and guest personnel involved in the program correspond to the requirements imposed on the resources implementing the program. The program implementer has full information about the academic staff, that can be obtained through the educational program from the syllabi of the prescribed training courses and the CV of the staff.

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.

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	53	52	29	31
- Professor	10	10	10	3
- Associate Professor	14	13	13	6
- Assistant-Professor	6	6	6	5
- Assistant	23			17
Visiting Staff	101	64	21	-
Scientific Staff	-	-	-	-

Evidences/Indicators

- Self-Evaluation Report
- Personal files and CVs
- Meeting with staff, lecturers, program manager
- Staffing chart

Recommendations:

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

Suggestions for Programme Development

- As student numbers continue to increase, 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.

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

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

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
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The university uses the so-called as one of the staff evaluation mechanisms. 360-degree evaluation system, which provides an objective, multifaceted and unbiased assessment of the employee's work with tools, along with task performance skills in the educational community of his by assessing the ability to demonstrate effective integration and transferable skills.

Staff evaluation serves to promote professional development. As a result of the assessment, the correspondence of the staff's professional skills to the position is revealed, it is determined on the implementation of the educational process of colleagues, students and the university. The strong, weak and developing sides in the activities of specific personnel are revealed. As a result of the evaluation, the evaluated person is given reasoned feedback for professional development. An evaluation of academic and invited staff's academic activities is carried out every academic year at the end.

All training topics/contents are planned in accordance with the standard, a total of 35 staff were trained, other staff were provided with training material (presentation), presented and shared during workshops and School of Medicine Board meetings.

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.

With the financing of the university, trainings are periodically conducted for academic staff,

for the purpose of sharing experience and professional development. In 2022-2023, a number of events were held training for academic and visiting staff. Since the establishment of the university (21.07.22) during the six months prior to the submission of the authorization application (09.02.2023), 9 trainings were conducted, the medical simulation instructor training course was conducted with the involvement of qualified trainers, including 1 abroad.

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:

- 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
4.3 Professional development of academic, scientific and invited staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The Expert Panel reviewed all facilities, including study and laboratory spaces, a simulation center for clinical skills assessment, university administration workspace, the Student Self-Government office activities, Library, Recreational spaces, Wardrobe, and Sanitary nodes.

Avicenna-Batumi Medical University LLC has a total area of 20,901 square meters for educational purposes. The main administrative-educational building (N4 Tbeti St.) occupies 2,176.9 square meters, and the remaining 18,777 square meters are shared space. The university's educational-administrative building is located at Tbeti St. Building N4 in Batumi, occupying the IV and V floors of N3, with an area of 2,776.9 square meters for classroom studies. The premises have appropriate educational, administrative, and auxiliary areas, including a center for Clinical Skills, Simulation, and Evaluation on the IV floor. The center has 12 OSCE stations and is equipped with the latest simulators and manikins produced by leading manufacturers on the international market (GT Simulator, 3B Science). Additionally, three laboratories with equipment are located on the third floor in a specially allocated space. The laboratory spaces meet the curriculum standards and are suitable for teaching with demonstration methods and direct involvement of students in the process. The university has two auditoriums, each designed for 90 students, which will serve both for extended classroom teaching and electronic testing of students during the exam period. All auditoriums are equipped with computers and demonstration equipment, and the OSCE examination center has a video surveillance system and an electronic examination management system. The university also has a computer classroom (20 computers) and learning spaces equipped with computer equipment and internet access. An informational center is also available to support the study process.

Access to the university's founding clinics creates a favorable learning environment, where students will be allowed to actively engage in clinical teaching, easily adapt to the medical field, deepen the acquired theoretical knowledge, and strengthen it with practice in a clinical environment. "High-tech Hospital Medcenter" Ltd is the university's primary clinical training hub, due to its extensive range of services, high patient turnover, and activity scale. The hospital comprises four 30-seater auditoriums, 63 small-group workspaces, two teaching laboratories, cloakrooms, and leisure areas, spanning a total area of 1,928.3 sq.m. Only some parts of Clinical Subjects are not covered, such as OB-GYN and Psychiatric and agreements with clinics are present. Other clinical bases of "Avicenna-Batumi Medical University" Ltd include Batumi Republican Clinical Hospital Ltd, Salih Abashidze Regional Centre of Infectious Pathology, Aids and Tuberculosis Ltd, Batumi Medical Center Ltd; Evex Hospitals-Batumi Referral Hospital, JSC Evex Hospital-M. Iashvili Batumi Maternal and Child Central Hospital, Batumi Multi-Profile Maternity Hospital Ltd etc. A total of 18,914 square meters of 4 university-affiliated clinics have been allocated for the implementation of the One-Cycle Educational Programme of Medical Doctor of Avicenna - Batumi Medical University LLC, including a total of 3,782 square meters for small working groups, for lectures-seminars, for simulation and for laboratory teaching, recreational area supplementary technical area Based on this, the total number of admitted students per day is 3,350 and the total annual patient turnover of the university clinics is 189,230 patients. In the university clinics, in addition to the teaching format directly at the patient's bed (Bed side teaching), there are spaces equipped with the necessary equipment for conducting teaching and learning.

The university's independent library is located on the 4th floor of the administrative-educational building. It consists of three interconnected spaces covering a total area of 158.9 square meters. The library is open to readers from Monday to Saturday, providing 12 hours of service per day from 9:00 to 21:00, totaling 72 hours per week. The library comprises a bookstore and two reading spaces, equipped with human and material resources. The library has been evaluated by Expert Panels for its hard copy learning material as well as electronic books. The library's reading hall is made up of two spaces, where there is an adapted inventory for group and individual work. The hall is designed for 50 readers simultaneously, and electronic access is unlimited for administrative and academic staff of the university, inviting professors and students. The reading hall has 30 tables for individual and group work, 50 chairs, 13 computers. The university employs an anti-plagiarism program (Turnitin). Library funds fully correspond to the

literature provided by the syllabi, reference literature, textbooks, and magazines. The university is a member of the Library Association of Georgia it has signed a memorandum with the Akaki Tsereteli Public Library of the city of Batumi has obtained membership of some international bases. The library is accessible to the readers with material or on-site computer equipment, and also access to the library's electronic database from homes. s. Development and renewal of the library fund is planned directly by increasing the book fund and through systematic cooperation with electronic library funds.

The ini.ge group is responsible for managing information resources, information technology services, and outsourced service providers. The Information Technology Service ensures the safety and security of information and takes appropriate measures in case of a breach. It's also responsible for administering the university website and, in collaboration with the Public Relations and Marketing Service, updates and monitors the page. The university's study, research, and management system rely on information technology and software that covers administrative and educational-scientific spheres. During the Expert Panel meeting, we learned about the software used in different universities in Georgia. The Electronic Management System of the university includes modules such as automation of educational process management, financial management, electronic administrative proceedings, human resources management, electronic library, electronic testing, surveys, and reporting. You can find information about the university, including news, activities, competitions, legal acts, management principles, regulations, and various links on the website www.avicenna.ge. The page is dynamic, and information is constantly updated. The university offers a Wi-Fi internet system that facilitates free access to the internet for staff and students. Access to network resources is controlled by defined security levels for functional groups according to the policy. Each group has access only to the resources defined for them.

In the entire university territory, except for the auditoriums and administration rooms, there is a video surveillance system. Also, 15 stations of the Simulation, Clinical Skills, and Evaluation Centre are equipped with an audio-video surveillance system. Access to the surveillance network is limited to everyone. Systems have been implemented in the university to ensure business continuity. A telephone system based on VoIP technology has been implemented in the university territory, which ensures smooth communication between employees. The university is served by the internet provider Silknet. For an uninterrupted supply of electricity, the university has a 500-kilowatt diesel generator, which starts automatically in 3 seconds after the power goes out; also, the university staff is equipped with a power backup system (UPS) Security cameras are installed in the university building, through which monitoring is carried out from the security and safety office. In general, protection and security, and appropriate response, are carried out by the rules established by the university. The security of the building is provided by the appropriate service of the university continuously, on the principle of rotation, with 24-hour security service to provide first aid, a medical office has been allocated in the university, which is equipped with all the necessary devices, equipment and medicines for first aid. The building has a fire safety system, confirmed by the corresponding document for putting the building into operation in 2022. The university has developed fire safety, medical aid provision, and order protection mechanisms and a corresponding inventory; fire-fighting equipment is installed in a visible place on all building floors, with detailed instructions for its use and evacuation plans approved by the competent authority. The location of the university building provides a safe and appropriate learning environment for students and academic/administrative staff. All premises of the university are adapted to all categories of personnel. Sanitary and hygienic norms are observed in the university. Study rooms have the possibility of both natural and artificial lighting. A central heating system is installed in the building. However, not all rooms are equipped with air conditioning. Two stairwells and two elevators are installed on the campus to access the floors. The elevator is for general use and is adapted for people with special needs. There is a sanitary knot on every floor, which is also designed for people with special needs.

Considering the number of the students which has been proposed to be admitted each year (180 students each year), the numbers of auditorium, rooms and facilities seems to be inadequate and should be increased if the university insists to admit such a large number of students each year.

Evidences/Indicators

- Site Visit
- Expert Panel
- Lease agreements

- Memorandums with hospitals

Recommendations:

- Fixing the problem of air conditioning of some of the classes
- Considering the number of the students which has been proposed to be admitted each year (180 students each year), the numbers of auditorium, rooms and facilities seems to be inadequate and should be precisely reconsidered if the university insists to admit such a large number of students each year.

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
4.4 Material Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The primary financial document of the university is its budget, which encompasses the budgets of university management and development, university schools, and various structural units and centers. The Financial and Accounting Service of the University manages the University budget by the approved volumes. The responsibility of monitoring the budget implementation and its execution for a completed budget year is under the supervision of the Deputy Rector in the Administrative and Financial Direction.

An important part of the university's income is the contributions of the founders, and according to the university's Financial Management Policy, the university can, if necessary, take short-term and long-term loans as a source of financing expenses. This provides the foundation for financial stability and smooth implementation of the program. The university programs have not yet been implemented, but they received significant funding from the founding clinics to establish a standard educational material-technical base. This includes study, lecture, and laboratory spaces, a library, computer equipment, office inventory, and auditorium equipment. The staff participated in various training courses and scientific conferences to improve their qualifications. During the interviews, the financial department and

shareholders emphasized that the key factor for the university's sustainability is not having financial liabilities from financial institutions. This could be a strong point for the university. They provided detailed calculations for the minimum number of students needed and the corresponding revenue required for the program to run smoothly, expressing willingness to invest more to support it.

The salary of the academic and invited staff involved in the program is the most important part of the program budget which is due to the attraction of qualified staff and, accordingly, high salary. Around a quarter of the budget was allocated to various program-related activities related to program staff, program students, and facilitation of teaching/learning conditions. Significant attention is given by the university to the acquisition of literature and training materials which are essential for students' education. Any spelling, grammar, and punctuation errors have been corrected. It should be mentioned that the university has an independent library base, although funds have been envisaged for the increase of the library fund in parallel with the increase in the number of students, In addition, for the development of student's practical skills, the purchase of consumable laboratory materials and the arrangement of meeting spaces for students to discuss the information received after practical training in clinics are envisaged.

As part of the university's first programme accreditation, the school's budget is mainly funded by student tuition fees for the One-Cycle Educational Programme of Medical, which makes up over 95% of the school's revenue. It's worth noting that the income generated from the programmes also finances the management and development costs of the university, including the renovation and upkeep of the facilities. Starting from 2024, the university plans to switch to a program-based budget principle for more effective management of its finances. This method involves grouping expenses according to programs, sub-programs, and specific goals, tasks, performance stages, expected results, and evaluation indicators. The objective is to allocate funds to the most effective projects and ensure better fiscal management.

Evidence/Indicators

- Panel Discussions
- Site visit
- Strategic development plan of the University 2023-2029
- University action plan 2023-2025
- Internationalization policy presented in the authorization self-assessment document;
- University budget;
- Program budget

Recommendations:

Suggestions for the program development:

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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 structural unit responsible for implementing mechanisms for quality assurance in the Avicenna university is the Quality Assurance service that carries out the evaluation of the academic and scientific research work, as well as the professional development of the staff including a continuous process of inquiry, evaluation and monitoring and is based on such values as: reliability, transparency, sharing, involvement, objectivity, continuity, and accountability, are aimed at developing a culture of quality through application of the principle of cooperation.

According to SER Avicenna-Batumi Medical University, quality culture defines as one of the main parts of the institution's values and all activities of the QA service follow the PDCA cycle.

The regularly evaluation of the educational programme "Medical Doctor" is carried out in accordance with the Rule of Planning, Elaboration, Approval, Implementation, Evaluation and Development of Educational Programmes and to assess the quality of the programme, the institution uses the mechanisms and tools defined by the institution's Quality Assurance Policy, Staff Management Policy and Management Effectiveness Monitoring Rule.

According to the interview with the Head of Quality Assurance Service the academic and invited staff actively cooperates with the Quality Assurance Department in the process of evaluating the implementation of the educational programme. This collaboration includes participation in programme development surveys, many questionnaires were developed for the implementation of internal quality management.

The aim of the internal Quality assurance is to evaluate the human resources implementing the programme and the necessary material and technical services, the survey of the satisfaction of interested parties and utilization of results for continuous development of the program.

PDCA cycle is applied to a set of processes, involves full staff, and the process is focused on continuous improvement.

The representatives of QA department noted that academic staff involved in the program implementation and all interested parties participated in the self-evaluation process.

Evidences/Indicators

- SER document
- Interview results
- Quality Assurance Policy of LLC Avicenna-Batumi Medical University

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
5.1 Internal quality evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 educational programme recognizes mechanisms of external quality evaluation for the development, to this purpose the Avicenna University collaborates with the National Centre for Educational Quality Enhancement, the University went through the mandatory procedure of obtaining the status of the Higher Education Institution. Determination of compliance with the authorization standards was carried out by a group of authorization experts. The Authorization Boards decision was a positive on August 9, 2023, and Avicenna-Batumi Medical University was granted authorization for a period of 6 years.

The educational programme was evaluated by an independent expert international external Southampton University Emeritus Professor Christopher Stephens.

The recommendations received during the authorization were considered by the University.

The HEI responded to the recommendation the strengthening of English language competence in the curriculum (new courses were added to the curriculum of the educational programme in order to improve the language competence in English and raise it to the B2 level), moreover in order to take into account the mentioned recommendations and opinions, the self-evaluation group of the programme defined ways of improvement and developed an action plan for the development of the programme.

Evidences/Indicators

- Educational Programme “Medical Doctor”
- External assessment
- Interview results
- Analysis of the results of the Internal and External Evaluation of Quality Assurance

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

By reviewing the SER and interviewing with the staff of the Quality Assurance Center of the university, it is obvious that HEI has a comprehensive plan to monitor the implementation of the program including different evaluation methods and involving several stakeholders. It is so important that besides the staff of QAC, the head of the program and chairs of departments are involved in the process of monitoring and quality improvement of the program. Since the program has not been started and there isn't any active program, it's not possible to ascertain the real practice of the HEI but the plan is robust and rational. The major issue is the possibility of implementation of such a comprehensive plan, but during the interview it was obvious that the director and staff of QAC are aware of the difficulties and realities of program monitoring.

Evidences/Indicators

- Interview with academic staff, head of programme and QA staff
- SER
- Quality Assurance Policy of LLC Avicenna-Batumi Medical University

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
5.3. Programme monitoring and periodic review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: Avicenna – Batumi Medical University


Name of Higher Education Programme, Level: Medical Doctor, 7

Compliance with the Programme Standards

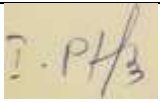
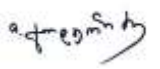

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Azim Mirzazadeh	
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Accreditation Expert Panel Members

Irine Pkhakadze	
Tamar Goderidze	
Irakli Gagua	
Luka Abashishvili	