



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

Medical Degree Program, One-Cycle

International Black Sea University

Evaluation Date(s)  
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Tbilisi

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### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	International Black Sea University (Limited liability Company)
Identification Code of Institution	229275405
Type of the Institution	University

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organisation, Country)	Azim Mirzazadeh, Tehran University of Medical Sciences, Iran
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Tamar Goderidze, The University of Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Salome Veronovi, Tbilisi State Medical University
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Irakli Gagua, Gagua clinic
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Giorgi Abuladze, student representative, Tbilisi State Medical University

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<sup>1</sup> 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	VII
Qualification to be Awarded <sup>2</sup>	Medical Doctor/MD
Name and Code of the Detailed Field	0912 Medicine
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	
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)	

<sup>2</sup> 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.

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ▪ General Information on Education Programme<sup>4</sup>

The reviewed program is a new one-cycle MD program in English language. The program is delivered in 12 semesters with 360 ECTS credits. International Black Sea University has established in 90s and has several programs in other disciplines. The university leadership has changed recently and the new administration decided to have an MD program in English.

### ▪ Overview of the Accreditation Site Visit

1. The site visit was organized by NCEQE and on International Black Sea 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, Vice rector, Program Head, and some other members of the administration of IBSU (22 Dec. 2023).
3. After that we had 3 meetings around areas of standards 1, 2 and 3. On the afternoon of the first day of the visit, we had visits of two clinics: Todua Institute and Raymann Clinic.
4. 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.
5. On the second day of the visit, we met the representative of university students, affiliated and invited faculty members and also 2 meetings about two remained areas of standards (4 and 5). The team visited classes, practical labs, clinical skills & simulation center, and library in the afternoon.
6. Finally, we met as a team with the vice rector and head of program and provided a summary of our findings.

### ▪ Brief Overview of Education Programme Compliance with the Standards

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

### ▪ Recommendations

1. Revising the content of clinical skills syllabi to be appropriate for the level of students
2. Major update of the compulsory literature in most of the syllabi
3. Major revision of the MD program with a well-defined plan for inculcation of professionalism in graduates
4. Emphasis is placed on research skills but less on developing professional skills
5. Major revision of teaching and learning methods in syllabi is strongly recommended. The details of deficiencies have been mentioned before

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

6. The purpose of using the Portfolio should be clarified - as an assessment method or as a teaching method and the procedure for its implementation in the program should be clarified and mentioned.
7. OSCE has given only 30% in evaluations, the rest comes in presentation and MCQ - clinical subjects, which we believe is less than what is the actual need.
8. Academic staff should be fully integrated in the program and aware of their role and responsibilities
9. OSCE Center should be well-organized with adequate spaces for the number of students and Examinations stations
10. Clinical Labs should be updated and well equipped
11. Library needs to be further developed to ensure adequate books necessary for students
12. Meaningful and comprehensive external evaluation of the program is needed

▪ **Suggestions for Programme Development**

1. More involvement of faculty members in the process of development of the goals and objectives of the program
2. Make better conceptual framework and interrelations of the development of various skills and competencies at the preclinical and clinical stages.
3. It would be good if the gradation of teaching clinical skills and the possibilities of integration of practical skills acquisition with clinical subjects were presented more precisely.
4. Communication skills should not appear only in the first semester. Distributing communication skills in the program during all 6 years.
5. Bioethics and medical law should be taught as subjects.
6. Clinical skills II is assigned in the 3rd semester and it seems that the mentioned semester is quite busy.
7. Body System II - in the evaluations according to the syllabus, no active evaluation method is used and it is important to add.
8. The university should increase opportunities for students involvement in international activities
9. Periodic review and monitoring of the program

▪ **Brief Overview of the Best Practices (if applicable)<sup>5</sup>**

▪ **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)**

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<sup>5</sup> 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 International Black Sea University is to provide quality education focused on professionalism. It assigns special importance to applied research, innovation, internationalization and continuous education. The university strives to promote intercultural dialogue, maintain a high rate of graduate employment in the local and international markets and contribute to the development of civil society and democracy. The goal of International Black Sea University is to become an internationally recognized university in terms of quality education, effective management, research and public involvement, which in turn serves the purpose of creating the necessary environment for students and staff in order for them to respect public values and implement the principle of lifelong learning.

The goal of the International Black Sea University's Medical School's educational program of Medical doctor is preparing qualified medical staff with high ethical standards, deep and systematic knowledge, appropriate skills, necessary competencies and professional values for the local and international labor markets and meeting the demands of the society, which ensures the implementation of the mission of the International Black Sea University.

The Medical Doctor Program graduates will be able to choose the following paths of career development:

- ✓ Work as a junior doctor,
- ✓ Continue postgraduate studies - a) in residency, for independent medical practice, b) in doctoral studies.
- ✓ Scientific and / or teaching activities.

The objectives of the Medical Doctor program are:

1. Providing medical education based on modern international standards and evidences, which will be in line with the development trends in medicine, the progress of medical technologies and global challenges.
2. Using the principle of result-oriented education and modern teaching methods, transforming theoretical knowledge into practical skills, forming clinical, analytical and communication skills in order to ensure competitiveness in the local and international labor markets.
3. Development of patient-oriented ethical values and attitudes, respect for the rights and interests of the patient, regardless of his/her social, cultural, religious and ethnic affiliation.

4. Development of the ability to plan, implement and analyze scientific research work. Mastering the principles of professional ethics of biomedical research and scientific discussions.
5. Forming the habit of independent active self-learning, the need for continuous professional skill development, and development of motivation for continuous striving to increase professionalism, personal and collective responsibility.

The goal of the program is to provide field of medicine - both in Georgia and internationally, graduates - with basic biomedical and clinical sciences knowledge, appropriate practical and scientific-research skills, by strict adherence to ethical norms and high professional standards.

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)
- IBSU 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

- More involvement of faculty members in the process of development of the goals and objectives of the program

#### 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.

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

The learning outcomes of Medical Doctor's program are systematized on the basis of the National Qualifications Framework (NQF) evaluation criteria and the integration of competencies in the field of medicine. The learning outcomes of the program are based on sectoral benchmarks. The learning outcomes are measurable and realistically achievable, consistent with the appropriate level of qualification and academic degree awarded. The learning outcomes of the program were planned based on surveys of academic and invited staff, employers and IBSU students. The learning outcomes of the program correspond to the requirements of the professional employment field and provide an opportunity to continue studying at the next level of education. The content of each component of the program, taking into account the teaching/learning methods and the amount of credits, ensures the achievement of the goals and learning outcomes set by this component. The learning outcomes of the program are fully in line with the program objectives. Medical Doctor's program is designed in such a way as to achieve not only the outcomes of individual courses, but also provides logical, consistent connections between these courses.

Learning outcomes of the Program:

#### **Knowledge and Understanding:**

- Learning Outcome 1: In-depth and systematic knowledge and understanding of the basic principles of biomedical, behavioral, social, clinical sciences and of the field.

#### **Skills:**

- Learning Outcome 2: Provision of patient consultation
- Learning Outcome 3: Assess clinical case, schedule examinations, differential diagnosis, discuss disease management plan.
- Learning Outcome 4: Emergency Medical Assistance (First Aid and Resuscitation)
- Learning Outcome 5: Medication Selection and Prescription
- Learning Outcome 6: Implementation of practical procedures
- Learning Outcome 7: Implementing effective communication in a medical context
- Learning Outcome 8: Application of ethical and legal principles in medical practice.
- Learning Outcome 9: Consideration, identification and evaluation of the psychological and social aspects of the patient's illness.
- Learning Outcome 10: Applying Evidence-Based Principles, Skills, and Knowledge
- Learning Outcome 11: Effective use of information and information technology in a medical context
- Learning Outcome 12: Application of scientific principles, methods and knowledge of biomedicine in medical practice and research.
- Learning Outcome 13: Implement health promotion measures, engage in public health issues, work effectively in the health care system.

#### **Responsibility and Autonomy:**

- Learning Outcome 14: Values and professionalism

#### Evidences/Indicators

- o One-cycle educational program of “Medical Doctor” (English)
- o IBSU Self-Evaluation Report
- o interview results

#### Recommendations:

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

#### Suggestions for 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
1.2 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

Achieving the mentioned learning outcomes involves first selecting the measurable indicators of these outcomes, establishing them through a collection system and accurate and objective analysis. The frequency, conduct, and detailed quantification of each indicator and assessment method are reflected in the syllabi and are transparent to both the process observer and the students.

Accordingly, the methods of evaluating the results are different. Step-by-step moves from simple "right / wrong" multiple choice questions to extended quizzes, or open-ended questions, case-based discussions, objectively structured clinical exams (OSCE), and Workplace-based Assessment Methods (WPBA) This is reflected in the program results evaluation schedule, where it is determined which components of the program are likely to achieve the specific result to be evaluated and which evaluation tool will be used to evaluate it. All competencies will be evaluated at least twice, which will allow us, if necessary, to review the teaching-learning methodology and/or the evaluation methodology itself after the first evaluation analysis. Objective Structured Clinical (or Practical) Examination (OSCE or OSPE) will be used in 30 Programme mandatory course/subjects, while in

additional 19 courses, other innovative assessment methods - case-based discussions (CBD), direct observation of procedural skills (DOPS), mini-clinical exercise assessment (Mini-CEX) and 360-degree workplace-based assessment, etc.

When evaluating the learning outcomes, the following should have been taken into account: continuous monitoring of the education process, both by the instructors and the program administration, as well as by the University Quality Assurance service. In order to achieve the results, the university uses current and final assessment and descriptive (formative) individualized and active feedback with each student.

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.

The program uses several assessment methods for assessing the achievement of the outcomes at each student level, and the university should have a clear and well defined map for how it uses the results of different assessment methods and what is the detailed policies and procedures for using these information to improve the quality of the program.

#### Evidences/Indicators

- SER
- Educational program
- Syllabi
- University web page
- Interviews with staff and students

#### Recommendations:

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

The structure and content of the one-cycle MD program of the International Black Sea University's School of Medicine is developed in accordance with mission and the goals of the university and is in compliance with the requirements of the Medicine Sector Benchmarks. The learning outcomes of the courses as defined in syllabi are in line with the learning outcomes of the program.

MD program is partially integrated. Integrated courses have 86 ECTS. Moreover, the integration includes both basic and clinical courses. Examples of horizontal integration are combining 4 basic subjects (anatomy, histology, biochemistry, physiology) into one module - body systems - as well as combining parts of internal medicine into 3 modules - internal medicine I (cardiology, pulmonology), internal medicine II (gastroenterology, hematology), Internal medicine III (nephrology, rheumatology, endocrinology).

At the same time, the program still relies on the traditional division of subjects - basic/preclinical and clinical. However, at the same time, a large number of training courses are vertically integrated. Moreover, in addition to relatively short 2- and 3-semester courses (such as, for example, 2-semester subjects - microbiology/virology, basic pharmacology, cell and molecular biology/human genetics, introduction to internal medicine, clinical rotation and 3-semester - pediatrics, and internal medicine), there are also subjects divided into 4 semesters: structure and functions of body systems I-V; Pathology I-IV, Surgery I-IV, Clinical Skills I-IV (for 4 years).

During the interviews with academic and invited staff was identified their involvement in the process of program development by preparing the syllabi and later discussing them with the program directors and dean of the medical school.

Although the structure of the program leaves a positive impression, it would be better to present more of the conceptual framework and interrelations of the development of various skills and competencies at the preclinical and clinical stages.

### **Evidences/Indicators**

- Self-evaluation report
- Educational programme and syllabi
- Interview results

### **Recommendations:**

### **Suggestions for the programme development**

- Make better conceptual framework and interrelations of the development of various skills and competencies at the preclinical and clinical stages.

### **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 educational program, taking into account the teaching methods and the volume of credits, ensure the achievement of the goals set by the program and the results provided by the framework of higher education qualifications. Courses, subjects and modules are well represented, both in the structure of the program and especially in the uniformly formatted syllabi.

Although Learning clinical skills at an early stage in the program (starts on year one) that is in line with the sectoral characteristic of higher medical education, has the positive impact of early contact of students with the clinical environment and the learning of practical skills on simulators, but it is so important the content of these early clinical exposures would be appropriate for the level of students. Based on Syllabus of clinical skills course 1 (Semester II), there are lots of advanced procedures that is far from the level of students. It is also evident is syllabus of Clinical skills 2 (semester III). In this syllabus the students should be able to manage common musculoskeletal conditions including shoulder dislocation, patellar dislocation. Digital dislocation, Nurse Maid elbow and containing epistaxis and removal of nasal foreign bodies.

It is also worth noting that OSCE is used in the assessment of clinical skills at an early stage (in I and II semesters).

Nevertheless, it would be good if the gradation of teaching clinical skills and the possibilities of integration of practical skills acquisition with clinical subjects were presented more precisely.

Early teaching of communication skills is also emphasized in the program, which is also evaluated by OSCE, using simulated patients. At the same time, it is unclear to what extent these skills are taught later and how the assessment of knowledge of the mentioned skills is revealed at the clinical stage.

Most of the compulsory literature in the syllabi are so outdated. These are some of the references:

- ✓ Clinical skills (2005)
- ✓ Emery Genetics (2017)
- ✓ Biochemistry (Thomas and Delvin, 2011 and Harper 2011)
- ✓ Physiology (Guyton 2016)
- ✓ Anatomy (Gray 2015)
- ✓ Histology (Janqueira 2013)
- ✓ Internal Medicine (Harrison 2018)
- ✓ Immunology (2013)

- ✓ Physical Examination (Bates 2017)

### Evidences/Indicators

- SER
- Educational program
- Annexes
- Interview results

### Recommendations:

- Revising the content of clinical skills syllabi to be appropriate for the level of students
- Major update of the compulsory literature in most of the syllabi

### Suggestions for the programme development

- It would be good if the gradation of teaching clinical skills and the possibilities of integration of practical skills acquisition with clinical subjects were presented more precisely.
- Distributing communication skills in the program during all 6 years.

### 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>
	Substantially complies with requirements	<input checked="" 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.

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

The institution has defined appropriate, transparent, fair, public and accessible prerequisites and procedures for admission of persons to the program, which ensures the inclusion of persons with relevant knowledge and skills in the program.

The most important of the documents to be submitted are: a relevant document (certificate) confirming complete general education (confirmed by the state) or a document equivalent to it;

- Document confirming the passing of unified national exams in accordance with the rules approved by the Ministry of Education and Science of Georgia.

- Overcoming the minimum competence at the unified national exams, except for the English language exam. The minimum level of competence in English is 80%.

Knowledge of the English language at B2 level - presentation of a certificate confirming general European language skills at B2 level (IELTS, TOEFL, Cambridge English, UNICert®, EnglishScore, etc.). In the absence of such, the university checks the level of knowledge of the English language according to the regulations developed by it and the requirements of the applicable national sectoral characteristics of pre-diploma medical education).

In the cases provided for by the legislation, enrollment is possible in accordance with the rules established by the legislation, without passing the unified national exams:

a) for citizens of foreign countries and stateless persons who received full general education or its equivalent in a foreign country, or for citizens of foreign countries and stateless persons (except for those who are citizens of Georgia at the same time) who received full general education or its equivalent in Georgia according to foreign or international programs recognized by Georgia; b) for citizens of Georgia who received full general education or its equivalent in a foreign country and studied the last 2 years of full general education in a foreign country; c) for citizens of foreign countries (except for students participating in a joint higher education program and students participating in an exchange education program), who study/studied and received credits/qualifications in a foreign country in a higher education institution recognized in accordance with the legislation of this country;

d) for citizens of Georgia (except for students participating in a joint higher education program and students participating in an exchange education program), who live/lived, study/studied and received credits/qualification in a foreign country at a higher education institution recognized in accordance with the legislation of this country for at least 75 days during one of the semesters in an educational institution.

Also, the following are prerequisites for the admission of an applicant to the educational program of a qualified doctor without the unified national exams in the manner established by the legislation and within the established deadlines:

- English language knowledge at B2 level - presentation of a certificate confirming general European language skills at B2 level (IELTS, TOEFL, Cambridge English, UNICert®, EnglishScore, etc.). In the absence of such, the university checks the level of knowledge of the English language through an organized test, which includes:

listening, comprehension and analysis of the read text, speaking and corresponds to the requirements of the current national sectoral characteristic of pre-diploma medical education or:

- for entrants who are citizens of a foreign country with an English-language education, upon presentation of relevant documents (e.g. attestation, certificate, etc.) and also for Georgian citizens who received full general education in a foreign country in English, or its equivalent education, and who completed the last 2 years of full general education Studied in a foreign country and presents a relevant document (e.g. certificate, certificate, etc.).

Conditions for admission to the program for citizens of foreign countries are indicated on the link - <https://iro.ibsu.edu.ge/en/home>. It is possible to enroll in the program on a mobility basis in accordance with the law.

In order to provide access to information about the programs operating in the university, the Black Sea International University provides information about the school's programs to the applicants during the meetings.

The program and the prerequisites for enrolling in the program are posted on the university's website.

It is planned to enroll 2000 students in the medical degree program for 6 years.

#### Evidences/Indicators

- Graduated medical program;
- Black Sea International University website: <https://ibsu.edu.ge/>

#### 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
2.1 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**

The program presented by the International Black Sea University envisages the integration of academic teaching and research. The mentioned issue is confirmed in the document of the university "Research Policy (2018-2025)", which was approved by the academic council of the university in 2018, its update was carried out in 2021 on July 14. This document envisages the following emphases: internationalization, expansion of research network, implementation of exchange projects, increase of local and grant funding.

In the medicine program, the institution has specified that the development of scientific skills by the student is carried out through 5 compulsory courses on the basics of scientific research. Theoretical teaching is carried out in "scientific research skills and methods I-II" (3+3 ECTS credits), and "biostatistics (4 ECTS credits), and practical skills are refined - in "epidemiology" (4 ECTS credits) and "coursework". (4 ECTS credits) during.

During the evaluation of the program, a group of experts found that communication skills are included only in the first semester. Bioethics and medical law do not appear in any semester. Professionalism and similar skills are not impaired. Clinical skills II is assigned in the 3rd semester and it seems that this semester is quite busy. Emphasis is placed on research skills but less on developing professional skills.

The university provides for the practice of basic research activities - identification of laboratory preparation, identification and correct naming of anatomical structures of the body, physiological studies with the participation of students themselves and studying their functional indicators (eg ECG, spirometry, monitoring of pulse, pressure and breathing rate after performing various exercises, and Analysis of biochemical processes.

Processing of various types of research papers - abstract/essay or literature review abstract.

A total of 10 ECTS credits are allocated in the program to the accumulation of knowledge and development of skills necessary for the collection, processing and presentation of research data.

Student scientific conferences are held at International Black Sea University.

In the period of 2024-27, the school council considers the following scientific research directions as a priority: physiology, biochemistry, molecular biology, immunology, microbiology, public health. The school has memorandums of cooperation in the direction of scientific research - with the National Center for Disease Control and Public Health, Acad. Beritashvili house Near Experimental Biomedicine Center, Laboratory "Reiman".

### **Evidence/Indicators:**

- Graduated medical program;
- Syllabus of the training courses provided by the program of the graduated medical doctor;
- Student scientific conferences held at the university. University website materials - <https://ibsu.edu.ge/ge/scientific/student-conference/>
- Memorandums of cooperation in the scientific-research direction.
- Interviews during the visit

### **Recommendations:**

- Major revision of the MD program with a well-defined plan for inculcation of professionalism in graduates
- Emphasis is placed on research skills but less on developing professional skills.

## Suggestions for the programme development

- Communication skills should not appear only in the first semester.
- Bioethics and medical law should be taught as subjects.
- Clinical skills II is assigned in the 3rd semester and it seems that the mentioned semester is quite busy.

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

In the learning process, depending on the specifics of the specific study course, both traditional (verbal/oral method, book work method, written work method, demonstration method, discussion/debate method, bedside-teaching methods) are planned, as well as for first-year students (Problem-Based Learning) (still in the pre-clinical stage). Team-based Learning/collaborative working method, case analysis (Case-based Learning) method, role-playing and situational games method. Also practical/laboratory methods conducted under direct observation (recognition of microscopic preparations, conducting laboratory experiments on microbes, drawing up and presenting simulation cases (microbiology-virology 2), correct naming of anatomical preparations and generalization of functional and structural pathologies when discussing the problem, etc.), clinical skills, (including on mannequins and simulators, as well as by discussing with standardized patients, if (through doctor-patient role-plays), research skills and methodologies, and communication skills starting in the first year of the curriculum are implemented according to national qualification and sector regulatory requirements.

Although several teaching and learning methods have been mentioned in the program, and also SER, but there are some major problems:

- ✓ There are some titles like verbal methods, textbook methods, and explanation methods as teaching and learning methods. Although these items could be part of explanation of some T&L methods but are not well-known teaching and learning methods.
- ✓ PBL as a well-known teaching and learning methods has been mentioned several times in the syllabi. PBL in its nature includes several (usually three) consecutive sessions around a topic. Therefore it would be meaningless when in some IBSU syllabi there is only one PBL session all during the course. In one syllabus (cell molecular Biology & Human Genetics) it just mentioned “distribution of PBL topics to the groups) and nothing else thereafter.
- ✓ Although IBSU confirmed its commitment to active teaching and learning methods, but in many syllabi, there are few sessions in which active T&L methods are used and in some of them (like Body-system function II or internal medicine III) no active methods has been used at all.

- ✓ Parallel to traditional learning methods, flipped learning is used in the program from the very first stage, especially if distance learning is needed, although in which syllabus the mentioned method is provided, it remained unclear to the experts.

Black Sea International University information technology and network, offline and online library resources, and if necessary - online and hybrid learning. Georgian language teaching within 12 credits for 3 semesters - for social adaptation and clinical stage of foreign students - for communication with patients and local colleagues is defined.

At different stages of education, medical practice, shifts are introduced in clinics in order to strengthen practical skills and to establish certain automaticity, which is one of the aspects of cooperation with partner clinics. Also - social activities (visits and assistance in orphanages, homes for the elderly and hospices). In the interview during the visit, the representatives of the institution mentioned (and it is also indicated in the self-evaluation) that the mentioned activities will be taken into account in the formative evaluations (portfolio). When considering syllabi, Portfolio - for what purpose it is used and in which syllabus it is used as an assessment method or as a learning method requires clarification.

In the process of teaching and learning, methods complement each other and move into each other. (For example, gaining experience on simulators and checking the mentioned knowledge during OSCE, discussing cases and discussion based on cases, etc.). The teaching-learning methods of a specific study course are outlined in the relevant syllabi. OSCE has given only 30% in the evaluations, the rest comes in presentation and MCQ - clinical subjects, which we think is less compared to the real need.

**Evidence/Indicators:**

- Educational program of a qualified physician;
- Syllabus of the training courses provided by the program of the graduated medical doctor.
- Interviews during the visit

**Recommendations:**

- Major revision of teaching and learning methods in syllabi is strongly recommended. The details of deficiencies have been mentioned before
- The purpose of using portfolio should be clarified - as an assessment method or as a teaching method and the procedure for its implementation in the program should be clarified and mentioned.
- OSCE has given only 30% in evaluations, the rest comes in presentation and MCQ - clinical subjects, which we believe is less than what is the actual need.

**Suggestions for the programme development**

- Body System II - in the evaluations according to the syllabus, no active evaluation method is used and it is important to add.

**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
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### 2.3. Teaching and learning methods



### 2.4. Student Evaluation

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

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

Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation. The program uses an assortment of assessments throughout the curriculum, all of which are objective, including those in the clinical training. All syllabi provide breakdown of the grading processes. Students' achievements are evaluated through various methods, such as oral and written tests, open-ended questions, research essays, OSCE, PBL, CBCR/CBD and others. In courses from the second year onwards, a student must score at least 51% of the 70 points in midterms in order to qualify for the final exam. A student is considered to have passed the final/makeup exam if he/she has received at least 51% of 30 points.

The evaluation system of the program, as of all the other programs of International Black Sea University, includes 100 points:

a) positive grades:

1. A Excellent – 91-100;
2. B – Very good – 81-90;
3. C – Good – 71-80;
4. D – Satisfactory – 61-70;
5. E – Sufficient – 51-60;

b) Negative grades:

1. (FX) did not pass – 41-50, which means the student needs to work harder and is allowed to retake the exam one more time after performing some independent work;
2. (F) – Failed – 40 or less out of the total score, which means the student's work is insufficient and he/she has to re-take the course.

As a rule, the study courses evaluation system includes as follows: the share of the interim evaluation out of a maximum of 100 points is - 70 points, and the share of the final evaluation is - 30 points. Students who fail to get 41 points after semester and final examination scores are announced are not entitled to take an additional examination. Students who get 41-50 points or at least 51 points out of 100, may take an additional examination. The student has the right to take an additional exam within the period specified in the academic calendar, 19-20 weeks.

In case of failing to exceed the minimum competency threshold in the final grade of 0-50 points or in any form of assessment (intermediate / final), the student will be awarded F (0) points

The components and methods of assessment of each academic course consider the specificity of the course, partially correspond to the learning outcomes of this course, and provide an assessment of the achievement of learning outcomes. Students receive feedback on learning outcomes via SMART system (Moodle).

The student has the right to appeal the evaluations of the midterm and final exam within 5 (five) working days from the notification of the result by submitting a statement. Before appealing, the student should get feedback from the lecturer/thesis supervisor.

In the event of a request for re-evaluation of a component, the school board shall form an appeals committee consisting of at least 3 (three) members

The evaluator/commission is given 5 (five) working days to carry out the evaluation, in case of appeal of the evaluation received by commission - 15 (fifteen) working days.

#### Evidences/Indicators

- Component evidences/indicators, including the relevant documents and 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
2.4. Student evaluation	<input checked="" type="checkbox"/>	<input 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.

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

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

The university plans to support students to adapt new environment by creating sport teams consisting of both – Georgian and international students. University associated clubs will be support students in events and community development.

While on-site visit at Redmedi clinic, the panel had the chance to see small auditoria for students. Unfortunately, no IBSU employed doctors were available at that time.

IBSU plans to provide trainings to motivate students about international activities. The main goal of this is to clarify for students how such activities will assist not only their career development but also its importance in society development.

The university informs students about ongoing events or exchange programs via Email. One of the students shared her experience of participating in exchange program in Hungary. As student recalled, she was chosen via GPA and motivation letter.

The teaching staff and students of the university are aware of consultation time. The staff is happy to help students to know more about their weaknesses.

The university has 3 active medical memorandum. Two of them are with Polish Universities and one with an Indian one. The university should increase opportunities for students to be involved in international activities.

The university operates via Smart (Moodle) system, where materials and tests are uploaded for students. Students are very satisfied with the system due to high quality of teaching and learning via program.

### **Evidences/Indicators**

- Component evidences/indicators, including the relevant documents and 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**

- The university should increase opportunities for students involvement in international activities

### **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
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3.1 Student Consulting and Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**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"/>

**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, ration of students and supervisors enables to perform scientific supervision properly.

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

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Data related to the supervision of master’s/ doctoral students	
Quantity of master/PhD theses	
Number of master’s/doctoral students	
Ratio	

**Evidences/Indicators**

- Component evidences/indicators, including the relevant documents and interview results

**Recommendations:**

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

**Suggestions for the programme development**

- Non-binding suggestions for the programme development

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Providing Teaching Resources

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

### 4.1 Human Resources

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

The load scheme for the academic and visiting staff involved in the implementation of the BA program has been developed within the framework of the program. The methodology for determining the number of academic and visiting staff, as well as distributing the workload, takes into account the instructions for planning, developing and developing educational programs set by the International Black Sea University.

The workload of academic and visiting staff includes minimum 5 monthly counseling hours with students, which are not included in contact hours. They are also involved in scientific research activities and participate in the process of developing and developing the educational program. This includes assessing program goals, learning outcomes, program structure, semester distribution of program components, prerequisites for admission to study courses, number of credits for each study course, contact and independent working hours, and providing related recommendations and advice to the head of the program.

A total of 133 academic and visiting staff are involved in the program, including 29 academic staff: 8 professors (including 4 affiliated ones), 9 associate professors (including 6 affiliated ones), 12 assistant professors (including 1 affiliated one), and 104 invited lecturers.

The program also includes 104 invited lecturers from academic organizations and various partner clinics/laboratories, where they have rich experience and practice in developing and implementing training standards, guidance, and various training resources, as well as active participation in projects implemented with the help of international donor organizations. The students of the Medical Doctor program will be provided with an adequate number and appropriate competence of administrative and support staff. However, it should be mentioned that most staffs are working in other institutions and are not fully aware of their roles in the program. The affiliate contract terms and conditions of personnel in the program and the relevant conditions were prepared and signed with 4 professors and 6 associated professors.



The program involves persons who participate in planned and implemented local or international events in the field of medicine, scientific conferences, international or local projects, professional meetings and symposiums. They have participated in the projects financed by the United States of America, the European Union, implement local and international projects, and have received scholarships and grants.

The head of the educational program coordinates the process of creating or renewing the program, ensures the fulfillment of academic obligations by the lecturers and students, takes care of creating and updating the catalog of educational programs of the school, ensures compliance of the syllabi with academic regulations, prepares the semester study schedule (table), promotes individual students with the academic staff consultation process and non-auditory activities, etc.

For administrative issues of school and program functioning, students can meet or email the school's dean and vice dean to discuss challenges, problematic issues, or specific proposals. The academic manager of students, who carries out the technical support of educational activities, will have direct contact with students.

<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>6</sup></b>	<b>Including the staff in the sectoral direction<sup>7</sup></b>	<b>Among them, the affiliated staff</b>
Total number of academic staff	133			
- Professor	8	4	4	4
- Associate Professor	9	9	9	6
- Assistant-Professor	12	12	12	1
- Assistant				
Visiting Staff	104			–
Scientific Staff				–

#### **Evidences/Indicators**

- Self-Evaluation Report
- Site visit
- Regulation for academic workload and salary determination
- Program of Medical Doctor

#### **Recommendations:**

- Academic staff should be fully integrated in the program and aware of their role and responsibilities

#### **Suggestions for Programme Development**

#### **Evaluation**

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	<input type="checkbox"/>	<input checked="" 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.

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

Evidences/Indicators

Recommendations:

Suggestions for the programme development

Evaluation

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 International Black Sea University conducts evaluations of the personnel implementing their programs. The Quality Assurance Office analyzes the results of the evaluations, and if necessary, takes effective measures. The university also encourages the involvement and participation of program staff in scientific and research activities. The university evaluates the pedagogical and research activities of academic and invited personnel. Pedagogical activity is assessed on a semester basis, while research activity is evaluated annually for academic staff and biannually for invited lecturers. Several components are evaluated to assess the pedagogical activity of staff, including their scientific and educational activities. Students evaluate the teaching methods used, the literature used, the compliance of the course with the syllabus, the achievement of learning outcomes, and the adequacy of the evaluation system. The university evaluates the research activity of academic staff at the end of each academic year. Staff must submit an annual report of academic activity to the Quality Assurance Office, which

includes information on publications, supervision of master's and doctoral theses, implemented projects, and participation in conferences. The university has established appropriate points for each component of the report, and academic staff must earn a minimum number of points each year.

The Council of the School of Medicine has approved the strategic plan for the professional development of its teaching staff. This plan includes training in modern teaching methods that align with the sectoral characteristics of higher medical education.

The International Black Sea University provides financial support for the scientific development of its academic staff. It encourages them to publish scientific articles on behalf of the university in international refereed journals and participate in international scientific conferences and trainings. The university also has a rule of internal funding for research activities that incentivizes scientific work. Since January 2019, the university has been participating in the two-year project "Raising Research Capacity of Georgian HEIs through Developing R&D Units/HERD" funded under Erasmus+. As part of this project, the university will have software for the analysis of research activities performed by academic, scientific, and visiting staff.

The university evaluates its academic and invited staff systematically, and uses the results to determine the relevant directions of professional development. The university also cooperates with local and foreign universities, and its academic and invited staff have the opportunity to participate in international events of various formats and types. The Research Promotion Department provides support for research activities, and the university's budget includes funding for development and research directions. Academic staff and future students of the School of Medicine can participate in Erasmus+ mobility programs. The university also provides administrative support for the implementation of local and international grant projects, including funding for practical courses and trainings, staff involvement in international projects, and exchange programs.

From January 2024, the International Black Sea University and the Caucasus University will begin a joint research project titled "Problematic Use of the Internet and its Impact on the Physical and Mental Health of Students." The project will be coordinated and carried out within the framework of the COST action of the European Commission "Problematic Use of the Internet."

The university has established partnerships with 37 universities worldwide, including joint projects with Oxford (Great Britain), Sorbonne (France), Seville (Spain), and others. On the initiative of the IBSU School of Medicine, a memorandum of cooperation was signed with Mazovian University in Płock (Poland), which involves exchange programs with the Faculty of Medicine of the said university.

The International Black Sea University School of Medicine intends to establish international partnership relations with foreign universities such as Vilnius University (Lithuania), Jagiellonian University (Krakow, Poland), Bashkent University (Ankara, Turkey), Ajou University (Ajou, South Korea), and others. These partnerships will provide exchange programs for teaching staff and students, international scientific cooperation, and other programs.

### **Evidences/Indicators**

- Interviews
- Self-evaluation Report
- Internal quality assurance mechanisms IBSU.R36.I1G;
- Surveys of Quality Assurance Office;
- Information on trainings planned for the purpose of professional development of academic and invited personnel of the School of Medicine
- Communication of IBSU International Relations service with foreign universities.

### **Recommendations:**

## Suggestions for the programme development

### Evaluation

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 medical program will be administered, and training courses will be implemented at the International Black Sea University's administrative and educational buildings. The infrastructure and technical tools of the International Black Sea University ensure the achievement of the learning outcomes provided for in the program. Six computer classrooms and over 40 auditoriums are equipped with inventory and information technologies. The university has a large conference hall with a capacity of 300 seats. A relatively small (40-seat) auditorium, A101, is also used for organizing other activities. The Smart Way of learning platform contains presentations prepared by lecturers and other auxiliary material, which helps to achieve learning results more effectively. International Black Sea University is currently equipped with the necessary infrastructure and technical tools to ensure that learning outcomes are achieved. The university has created a conducive environment for learning and research, with more than 40 auditoriums and six computer classrooms equipped with inventory and information technology. The university also has a conference hall with a capacity of 300 seats, as well as a smaller auditorium, A101, which can seat 40 people, and is used for organizing other activities.

The Smart Way of Learning platform is available, containing presentations prepared by lecturers and other auxiliary materials that help students achieve learning outcomes more effectively. The university is well-equipped with modern IT equipment and photocopiers, with eight computer classes on the A, B, and C floors. The auditoriums and library are equipped with projectors and computers, and all employees have access to computers and the internet. IT equipment and photocopiers currently, the university has eight computer classes on the A, B and C floors. Auditoria and the library are equipped with such projectors and computers. The administration and virtually all employees are provided with access to computers and the Internet.

The library of International Black Sea University has and maintains an appropriate print and electronic book fund for the educational Program, which is available for students, invited, and academic staff from 9 AM till 8 PM. The library has 3 reading halls equipped with appropriate inventory. In the reading halls, students and lecturers have an opportunity to use the internet and various international electronic resources:

According to the self-evaluation report, the IBSU library has more than 26,000 print units and over 2,000 electronic resources registered. During a library visit, a panel evaluated the library and found that there were

minimal hard copies of medical program books available. The university provided a few purchase documents to equip the library with more medical books. Additionally, the university library has an electronic catalog that can be accessed on the university's website (<http://library.ibsu.edu.ge/eg/opac/home>).

An electronic system is in place to evaluate the students' knowledge and to organize the educational process. This system allows students and the University administration to monitor the academic performance of the students which significantly contributes to the learning process. The University ensures that information is readily available and easily accessible through its website, which contains a catalog of educational programs, information about their implementation, and the overall educational process

The University's anatomy/histology/pathology and biochemistry/molecular biology/immunology/microbiology labs, located on the campus, will conduct scientific research activities in fundamental science. However, during our visit, we only observed two rooms with limited equipment. It is worth noting that the clinical labs are equipped with the bare minimum requirements and need to be updated and fully equipped to ensure teaching for the planned number of students. Furthermore, the University will collaborate with the National Center for Disease Control and Public Health to carry out microbiological, immunological, public health, medical statistics, and epidemiology research

According to interviews and a self-evaluation report, the International Black Sea University plans to build a clinic with 120-150 beds that will be operational by 2026. The School of Medicine has agreed with the university's rector to undertake extensive rehabilitation work at another campus located near Tbilisi and relocate the educational process there by the end of 2024.

As part of the program, the university has established partnerships with 20 clinics and scientific research centers. The Expert Panel recently visited Todua Center and Clinic Raymann to discuss the planned study process with representatives.

In their self-evaluation report, the university mentioned their plans for the future. They plan to establish a new clinical skills center on one of the floors of the hospital, which will include an integrated stationary OSCE/OSPE 12-station. They also intend to place a new scientific research laboratory of biosafety level 2 in the same building. Currently, the OSCE center is an assembled temporary multi-cubicles space in the hallway of the building and has limited capacity, which could be insufficient for the planned number of students. However, university representatives stated that similar decisions have already been successfully implemented in other universities.

The university ensures that its territory is clean and sanitized. In case of an emergency, fire safety and evacuation measures are provided. Heating, ventilation, air conditioning, lighting systems, and bathrooms are all functioning properly. The cabinet laboratories are equipped with natural lighting and a continuous supply of electricity. The university has a doctor available, and the medical room is stocked with the necessary medicines and equipment for providing first aid.

#### **Evidences/Indicators**

- Self-Evaluation Report
- Campus visit
- Interview
- IBSU library catalog and textbooks, and electronic fund presented in the library;
- Agreements of electronic databases of medicine programs;
- Memorandums with partner research and laboratory institutions
- Material and technical resources of the university;

#### **Recommendations:**

- OSCE Center should be well-organized with adequate spaces for the number of students and Examinations stations
- Clinical Labs should be updated and well equipped.
- Library needs to be further developed to ensure adequate books necessary for students

### Suggestions for the program 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

The budget allocated for the program is subject to approval by the University Rector, who then confirms it by means of an order that is attached to the budget calculation. In the event that the program fails to attract the desired number of students, the shareholders are willing to make further investments to ensure the program's long-term sustainability and success. The program budget also includes a "University Reserve Fund," which is designed to cover all necessary expenses related to the program's functioning, should a minimum number of students enroll. It is noteworthy that any modifications made to the program will be taken into account and the program budget will be adjusted accordingly to ensure seamless continuity..

The program budget is funded by the tuition fees paid by the students and covers all the necessary expenses for the program's smooth functioning. During interviews, it was mentioned that the financial calculations for the budget are based on various factors such as the contact hours required for teaching and practical training, the number of training courses, material support for students during the teaching process, expenses of the university administration, and unforeseen expenses during the program.

#### Evidence/Indicators

- Self-Evaluation Report
- Interviews during Site visit
- Budget

## Recommendations:

## Suggestions for the programme development

## Evaluation

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

## Compliance with the programme standard

4. Providing Teaching Resources	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"/>

## 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

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

As a result of documentation review and interview results, it can be said that internal quality assurance system and mechanisms are clearly defined and function effectively in the university. Internal and external stakeholders are involved in the design, implementation and development stages of the program. The evaluation criteria for academic and visiting staff are transparent. The service works according to the principle: "plan-implement-check-develop. In order to evaluate the quality of the educational programs, the quality assurance system uses pre-defined indicators.

Each member of the university community takes care to ensure implementing the quality assurance principles in their activities. Each school of the University works closely with the Quality Assurance Office to evaluate the

quality of ongoing processes and build on the results obtained through them with a view to further refining and improving their activities

Despite the fact that the internal quality assurance system works well in the university, more and constant communication of all stakeholders with quality assurance service will be needed for the development of the program as it is first medical program for the university.

**Evidences/Indicators**

- SER
- Quality assurance mechanisms
- Annexes
- Interview results
- 

**Recommendations:**

**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**

External evaluation of program was conducted by field specialists (national and international experts).

The evaluation of the Georgian expert describes in detail the characteristics of the program and the recommendations outlined in it and during interviews with program heads, was emphasized how those were taken into account when developing the final version of the program.

As for the opinion of the external expert, who was professor from Australian medical school, it is quite short and focuses on only one issue - the importance of E-health component in the program. It seems more as a general comment rather than a comprehensive and rigorous external evaluation.

For further development of the program, regular external evaluations would be very useful.

**Evidences/Indicators**



- External evaluation reports
- SER
- Program curriculum
- Interview results
- 

**Recommendations:**

- Meaningful and comprehensive external evaluation of the program is needed

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

Program monitoring and periodic internal evaluation is carried out by the quality assurance service using the following tools: surveys of academic and invited staff, questionnaires for evaluation of programs, lecturers and courses by students, annual report of the work of academic staff, meetings with students, lecturers, monitoring of smart and sis databases, evaluations of students analysis, assessment of scientific and research activities of personnel, etc.

The quality assurance department carries out internal evaluations at least twice a year.

At the end of each semester, the quality assurance service ensures the evaluation of study courses and lecturers by students through questionnaires distributed in the electronic database.

Information about the study course, academic and invited personnel involved in the implementation of the program, activities conducted for the purpose of monitoring the program and evaluating the program as a whole, the results of the survey, the evaluation of the learning results and the analysis of the results of the quality assurance service is provided to the head of the program, the administration of the faculty, and the necessary changes are discussed with them.

In conclusion University has in place all quality assurance mechanisms, according to which all stakeholders of the program are evaluating the strengths and weaknesses of the educational program constantly. Monitoring is the crucial part of this process, as well and it will be accordingly implemented for MD program considering the sectoral requirements.

### Evidences/Indicators

- SER
- Annexes
- Interview results

### Recommendations:

### Suggestions for the programme development

- Periodic review and monitoring of the program

### 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: **International Black Sea University**

Name of Higher Education Programme, Level: **MD program, One –Cycle program**

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

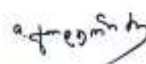
Chair of Accreditation Expert Panel

**Azim Mirzazadeh**



Accreditation Expert Panel Members

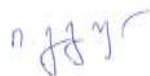
**Tamar Goderidze**



**Salome Veronovi**



**Irakli Gagua**



**Giorgi Abuladze**

