# Accreditation Expert Group Report on Higher Education Programme

## One-cycle Educational Programme of a Medical Doctor

## (English)

## Kutaisi University LLC

Evaluation Date(s): 15-16 July 2024

Report Submission Date: 5 December 2024

Tbilisi

# Contents

## Information about a Higher Education Institution [1]

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|---|---|
| Name of Institution Indicating its Organizational Legal Form | Kutaisi University, Legal Entity of Private Law, Limited Liability Company |
| Identification Code of Institution | 212677094 |
| Type of the Institution | University |

## Expert Panel Members

| | |
|---|---|
| **Chair** (Name, Surname, HEI/Organisation, Country) | Azim Mirzazadeh, Tehran University of Medical Sciences, Iran |
| **Member** (Name, Surname, HEI/Organisation, Country) | Ia Pantsulaia, Tbilisi State Medical University, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Davit Topuria, Tbilisi State Medical University, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Irakli Gagua - LLC Gagua Clinic, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Lana Bokuchava, New Vision University, Georgia |

## I. Information on the education programme

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|---|---|
| Name of Higher Education Programme (in Georgian) | დიპლომირებული მედიცინა |
| Name of Higher Education Programme (in English) | Medical Doctor |
| Level of Higher Education | One-cycle |
| Qualification to be Awarded [2] | Medical Doctor (MD) |
| Name and Code of the Detailed Field | 0912 Medicine |

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|---|---|
| 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) | - |

## II. Accreditation Report Executive Summary

### § General Information on Education Pogramme[4]

The reviewed program is a new one-cycle MD program in the English language. The program is delivered in 12 semesters with 360 ECT credits. The Kutaisi University has recently established an MD program in English in the City of Kutaisi and now decided to have another MD program in English in Tbilisi with the assistance of the European University. This led to some complexity in the administration of the program. During the visit, on several occasions, the site visit team had to ask questions about the relationships between the university administrations in the city of Kutaisi, the MD program of the University of Kutaisi in Tbilisi, and the European University which is in Tbilisi. For example, the Vice-rector of Quality Enhancement who is the supervisor of the University Quality Assurance Center (QAC) lives in Tbilisi and is directly involved in the management of the program which rationally should be supervised by the Director of QAC which lives in Kutaisi. This complexity is even reflected in the name of the program. There are logos and flags in the building which show there is a faculty of medicine in Tbilisi that sponsors the new program but when we asked about it, it was clarified that there isn't any new School of Medicine, and the new program will be managed by the School of Medicine of the University of Kutaisi which is in the city of Kutaisi. We are not sure that this complex situation is against the NCEQE guidelines and standards for the MD program, but we felt it is necessary to report it to the Accreditation Council.

### § Overview of the Accreditation Site Visit

1. The site visit was organized by NCEQE and on the Georgian Technical University IV building fourth floor (it has been rented by the Kutaisi University as the campus for the new program in Tbilisi.
2. On the first day of the visit (15 July 2024) the site visit team had several meetings with different stakeholders of the program including top administration, Quality Assurance people, the Self-Evaluation team, program Heads, affiliated and invited faculty members, students of Kutaisi University MD program in Kutaisi (via Zoom), University Alumni and employers. (15 July 2024).
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 of this program
4. On the second day of the visit, the team visited three hospitals and clinics: NNLE "Jo Ann University Hospital'', LLC "Academician O. Gudushauri National Medical Center''; and Ltd "Kanveni".
5. Then the team observed classes, practical labs, clinical skills & simulation center, and library on the campus.
6. Finally, we met as a team with the rector, one of the heads of the program, the Vice-rector of Quality Enhancement and the Dean of the faculty of Medicine and provided a summary of our findings.

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

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

§ **Recommendations**

1. It is recommended that the university to provide more rationale for proposing a new MD program in Tbilisi based on its mission statements
2. It is recommended that the university clarify the role of stakeholders of the Kutaisi MD program in Tbilisi in the development of the program including its LOs;
3. It is recommended that the university revise the "direct method" for assessment of LOs achievement to assess LOs achievement rather than student progress in examinations.
4. It is recommended to organize the sequence of mandatory courses according to the achieved competencies.
5. It is recommended that each course has a dedicated author or leader to ensure effective course delivery.
6. It is recommended that the clinical and professional skills in the final stage be evaluated by OSCE exam
7. It is recommended to increase the number of affiliated professors to ensure the sustainability of the program.
8. It is recommended to add administrative personnel who will directly support this program in Tbilisi.
9. It is recommended to complete the Internal Quality Assurance mechanism of the University about MD program by design and implementation of an assessment system for defining the level of achievement of LOs by the students.

§ **Suggestions for Programme Development**

1. It is suggested that the university publicize the information of Kutaisi University MD program in Tbilisi on the university website.

2. It is suggested that the university reacts to the deficiencies more quickly rather than waiting for three years.
3. It is suggested that the lease agreement be counted in the budget.

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

## § **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The expert team carefully reviewed the University argumentative letter and except 1 item about the waiting period for analysis of evaluation results (3 years) which moved to the "suggestions", persisted on its judgement about the compliance of the University of Kutaisi in Tbilisi One-Cycle MD program with national standards.

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

**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**

Based on the document provided by UNIK, the goal of the Kutaisi One-cycle English-language educational program of a medical doctor in Tbilisi is to train a competitive professional following modern international standard, who:

1.  possesses the theoretical knowledge and practical skills necessary for professional activity

2.  is guided by the principles of evidence-based medicine

3.  uses research and communication skills

4.  shares ethics norms and principles

5.  develops professionally in a constantly changing environment

The objectives of the program are realistic, clear and relevant to the field of medicine. They are aligned with the mission statement of Kutaisi University:

"Preparation of the workforce with the conformable competence and education that would comply with the international, national and regional labour market requirements, who would contribute to development of ethical and socially responsible society as well as of the corresponding sphere and bring their own merits to the economic prosperity of our country." At the same time the mission statements of the Kutaisi University emphasize "Strengthening of the academic society on the local level. Contribution to generating the new knowledge and its sharing, taking into consideration the resources of the university and the specifics of the region." Considering the attention of the university mission to the local academic society, it seems necessary for the university to describe the necessity to have an MD program in Tbilisi more clearly.

The objectives of the program include all three domains of knowledge, skills and attitude which are necessary for a medical graduate not only in Georgia but also at the international level.

During meetings and interviews with program heads, the SER team and the Quality Assurance team of the university, the site visit team's concerns about duplication of the Kutaisi MD program in Kutaisi or the

European University Program including the goals and objectives were shared. They confirmed that they used Kutaisi University MD program documents as a base but tried to improve it based on the feedback they received during its implementation.

The university also used the employer feedback about the Goals and objectives of the program with more emphasis on practical aspects of training in the MD program.

The university used local and international labor and educational market research to develop the program's goals.

There was nothing about Kutaisi's new MD program in Tbilisi on the website of the university. The university administration explained that they decided to do that after being accredited.

**Evidences/Indicators**

- UNIK new MD program Self-Evaluation Report
- UNIK new MD program educational program
- University website
- Interviews with university administration, faculty members and employers

**Recommendations:**

- It is recommended that the university to provide more rationale for proposing a new MD program in Tbilisi based on its mission statements

**Suggestions for the Programme Development**

- It is suggested that the university publicize the information of Kutaisi University MD program in Tbilisi on the university website

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|---|---|---|---|
| **1.1 Programme Objectives** | ☐ | ■ | ☐ | ☐ |

**1.2 Programme Learning Outcomes**

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

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

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

The university developed a well-designed, rational and field-specific Learning Outcomes framework which includes 14 domains. They are aligned with Program Objectives and address MD sectoral benchmarks appropriately, correspond to the aims of the programme and cover main knowledge, skills or/and responsibility and autonomy envisaged by the content; The Los are measurable, achievable and realistic; and are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded.

The Learning Outcomes are consistent with current international trends and requirements for providing practitioners who can commit their professional codes, communicate effectively with patients and do their role as healthcare professionals in the health system.

Although there is evidence that shows the process for the development of LOs is participatory and inclusive, since the SER has not provided any clear line between the Kutaisi University MD program in Kutaisi and the Kutaisi University MD program in Tbilisi, it could not be judged about the level of involvement of stakeholders of the new program in the process of development of LOs.

Based on the results of interviews with the program stakeholders, they are aware of the LOs.

**Evidences/Indicators**

- UNIK new MD program Self-Evaluation Report
- UNIK new MD program educational program
- Interviews

**Recommendations:**

- It is recommended that the university clarify the role of stakeholders of the Kutaisi MD program in Tbilisi in the development of the program including its LOs

**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** | ☐ | ◼ | ☐ | ☐ |

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**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**

Based on the documents we reviewed during the visit and the interview with the Quality Assurance Office director and Vice-chancellor for Quality Enhancement, the assessment of learning outcomes provided by educational programs at Kutaisi University is carried out using the following evaluation methods:

- Direct method of evaluation;

- Indirect method of evaluation.

The direct method of evaluation of learning results includes the evaluation and analysis of the academic performance of students in the study course, which implies the analysis of the final grades of students in specific study courses.

All mandatory components of the specialty and all students registered for the component participate in the direct evaluation process. It is checked what percentage of students in each learning component receive an A grade and an F grade. For the results to be logical, groups where more than 10 students are registered for a specific educational component are checked.

From the results obtained in the process of evaluation of learning results by the direct method (analysis of academic performance), two types of results are considered noteworthy for the educational program:

1. More than 10% of students consistently receive a failing grade: F (Failed)- 50 points or less. In this case, the learning outcomes provided by the educational component cannot be achieved in many cases, and thus, the issue requires research.

2. More than 10% of students consistently receive the highest grade: A (Excellent) – 91-100 points. In this case, the learning outcomes provided by the instructional component may be considered too easy to achieve and thus the issue requires research.

The university mentioned that this observation must be carried out regularly (observation in dynamics) to identify how permanent the above-mentioned problem is in a specific educational component (to exclude such factors as a strong group or vice versa, a weak group) and accordingly, to identify the need for a response.

Although the abovementioned system as an alarming system for paying attention to problematic areas of the program seems practical and rationale, there are some challenges:

First, since the examination results are a sum up of midterm and final examinations which cover several LOs, students' achievement or failure in examinations does not mean that they are competent or not competent in any specific LOs.

Second, since the goal of the program is the achievement of the LOs by the students, it is not obvious why if most of the students will achieve just marginal results, the QA system is not concerned about their education.

In SER, there should be three years of information to judge the real existence of the problem in the course. It seems somewhat late and based on our interview with QA people at the university, they also believe that 3 semesters would be better.

**Evidences/Indicators**

- UNIK new MD program Self-Evaluation Report
- Interviews

**Recommendations:**

- It is recommended that the university revise the direct method for assessment of LOs achievement to assess LOs achievement rather than student progress in examinations.

**Suggestions for the Programme Development**

- It is suggested that the university reacts to the deficiencies more quickly rather than waiting for three years.

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 | ☐ | | ☐ | | ■ | | ☐ |
|---|---|---|---|---|---|---|---|

## 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**

According to the documentation provided by Kutaisi University and the on-site visit, the six-year, 360-credit qualified doctor educational program follows the European Credit Transfer System (ECTS). The program is student-oriented and ensures the achievement of educational objectives and learning outcomes.

Within the program, 1 credit equals 30 study hours, reflecting the student's required academic workload. The 6-year (12-semester) single-level medical degree program comprises 360 credits (equivalent to 10,800 hours) encompassing contact hours and independent study hours. A student earns 30 credits per semester and 60 credits per year, with the possibility of exceeding 60 credits with an individual study plan, up to a maximum of 15 additional credits.

The program consists of 330 credits in the core study area: mandatory (320 credits, including 10 research and 28 clinical skills in the center/laboratory) and elective (10 credits), and 30 credits in free components: mandatory (16 credits) and elective (14 credits). The program is partially integrated, combining basic and clinical subjects with vertical (by system/syndrome) and horizontal (adjacent subjects) integration, to foster flexible clinical and critical thinking skills.

The program is structured into four stages:

1. Fundamentals of Medicine (I-II course): covers modules on the human body, life sciences, neuroanatomy, neurophysiology, and behavioral sciences.
2. Mechanisms of health and disease (III course): encompasses pathology, disease development, and treatment mechanisms.
3. Basic clinical phase (IV-V course): involves students in a clinical rotation system, including internal medicine, surgery, pediatrics, and other disciplines. In Phase III (IV-V), students study clinical rotations in various subjects and continue to develop clinical and professional skills.
4. Final stage of the clinical phase (VI course): focuses on developing competencies in specific areas and prepares students for specialization and postgraduate residency programs.

The curriculum involves both vertical and horizontal integration of basic and clinical subjects, promoting flexible clinical thinking in students. However, it is noted that the sequence of mandatory courses needs

better organization. For instance, clinical and professional skills are taught from the first year to the sixth year, however, the syllabus and curriculum of the first year indicate that the student ought to be capable of identifying the type of wound, determining the type of suture, describing the degree of burn, or evaluating the degree of burn, as well as performing manipulations on the organs of sight, hearing, and smell by the conclusion of the first year. Although the student has not yet studied anatomy or histology, among other fundamental subjects. Additionally, clinical and professional skills II are evaluated at the conclusion of the first year with an OSCE, while clinical and professional skills V are only evaluated through a quiz, practical and theoretical assessment at the conclusion of the fifth year.

The university deploys various teaching methods and activities to nurture students' critical thinking throughout the program. Furthermore, the program incorporates stakeholder engagement and evaluations to enhance and update the program based on feedback from relevant parties.

**Evidences/Indicators**

- Procedures for planning, developing, approving, making changes and canceling educational programs of Kutaisi University LLC.
- One-cycle educational program of a medical doctor and program appendices.
- Syllabi of the One-cycle educational program of a medical doctor.
- The results of the survey of interested parties, the analysis of the results and the report on the use of the results.
- Minutes of the meeting of the committee of the One-cycle educational program of the medical doctor.
- Self-evaluation report
- Program and Syllabi
- Interview results

**Recommendations:**

- It is recommended to organize the sequence of mandatory courses according to the achieved competencies

**Suggestions for the programme development**

o 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 |
|---|---|---|---|---|

| 1.4 Structure and Content of Educational Programme | ☐ | ☐ | ■ | ☐ |
|---|---|---|---|---|

## 1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.

➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

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

According to the self-evaluation and the interview, it is evident that the learning outcomes of the training courses in the one-level educational program for graduated physicians align with the program's overall goals. Specifically, the program is structured according to the sectoral regulatory document, encompassing the essential courses necessary for acquiring the required competencies. Each study course's learning outcomes correspond to the program-defined outcomes, ensuring alignment with the program's goals. This alignment is confirmed by the learning outcomes map, which defines the outcomes achieved by each course and ensures the program is delivered at a high standard. This consistency with higher education standards necessitates a clear definition of learning outcomes and their relevance to program objectives.

The content and syllabus of each course align with the subject of the study course, and the referenced literature provides students with the necessary information. The literature cited in the syllabus is up-to-date and reflects current achievements in the field. This adherence to higher education standards ensures the relevance and currency of the teaching material.

The design of study courses, including the number of credits and the allocation of contact and independent hours, aims to achieve learning outcomes. The number of credits for each course is calculated considering its specificity, features, and volume. For instance, complex courses such as "The Human Body" and "Clinical Skills" involve a significant volume of work hours to ensure learning outcomes are met. This approach aligns with higher education standards, which demand appropriateness in the learning process and workload distribution.

The program employs teaching-learning methods and activities that correspond to the learning outcomes, ensuring thorough assimilation of theoretical material and proper development of practical skills. In practical courses like "Clinical and Professional Skills" and "Surgery," most contact hours are devoted to practical learning. This approach aligns with higher education standards, which advocate for a variety of teaching methods and their relevance to learning outcomes.

The assessment forms and methods used in the training courses are described in each course's syllabus and are generally consistent with achieving the program's learning outcomes. However, some courses, such as "Clinical and Professional Skills," require assessments not only during the course but also in the final OSCE exam. This ensures comprehensive evaluation and alignment with the program's goals.

The program's staff enrich lecture topics with educational materials based on the latest achievements in the field. The university library and electronic catalogs provide students with relevant literature, ensuring access to up-to-date resources. This is consistent with higher education standards, which require the availability and relevance of resources and literature.

The University evaluates each study course based on the learning outcomes defined by the program. The forms and methods of evaluation are detailed in the syllabus of each study course.

Each course has lecturers, although most do not have a designated syllabus leader or author responsible for the successful delivery of the course. During the interview, it was noted that program leaders are responsible for resolving issues that arise while implementing training courses. Given that program leaders are also professors from other universities, it is recommended that each course has a dedicated author or leader to ensure effective course delivery.

The university comprehensively describes how the teaching processes and methods of the graduate medical education program comply with higher education standards. The program ensures the achievement of learning outcomes, meets modern requirements and provides a quality learning process. This thorough approach demonstrates the program's commitment to maintaining high educational standards and continuously improving its quality

**Evidences/Indicators**

- One-cycle educational program of a medical doctor and program appendices;
- Syllabi of the One-cycle educational program of a medical doctor;
- Electronic catalog of the library on the website of the university: https://unik.edu.ge/Library/72.
- Self-evaluation
- Interview results

**Recommendations:**

- It is recommended that each course has a dedicated author or leader to ensure effective course delivery.
- It is recommended that the clinical and professional skills in the final stage be evaluated by OSCE exam

**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** | ☐ | ■ | ☐ | ☐ |

**Compliance of the Programme with the Standard**

| | | |
|---|---|:---:|
| **1. Educational programme objectives, learning outcomes and their compliance with the program** | Complies with requirements | ☐ |
| | Substantially complies with requirements | ☐ |
| | Partially complies with requirements | ■ |
| | Does not comply with requirements | ☐ |

## 2. Methodology and Organisation of Teaching, Adecuacy 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**

Prerequisites for admission to the MD program of UNIK are transparent and accessible through the University website (https://unik.edu.ge) and confirmed by reviewing the self-evaluation report, the supporting documentation provided as evidence, and interviews with the University administration team. Applicants have the right to study at the program: Persons who, based on the order of the Minister of Education and Science of Georgia No 224 / N of December 29, 2011 & quot; On Approval of the Procedure for Submitting and Discussing Documents by Applicants / Master Candidates / Students eligible to study at the Higher Education Institution without passing the Unified National Examinations / Common Master Examinations & quot; have the right to enroll in the University without passing the unified national exams. The mentioned persons are obliged to prove their English language proficiency at the B1 level by the & quot; Rules for Determining the Language Competence of a Kutaisi University Student & quot. According to the results of interviews with students' quality of entrance exam is controversial, there is need to improve students' English language competency. The entrance exams must ensure the admission of the students with relevant knowledge, skills, and competencies required for mastering the programme. A person with a certificate of complete general education or a document equivalent to it, obtains the right to study at Kutaisi University based on ranking the scores obtained on the Unified National Examinations. To enroll in the program, the entrant is required to pass the following subjects:

A) Georgian language and literature, English language (minimum threshold 80%), biology.

B) One of the following subjects: Chemistry / Mathematics / Physics. Quoted seats for each subject are - 40%, 30%, 30%.

**Evidences/Indicators**

- Educational programme (all provided Programme and Course materials)
- SER

**Recommendations:**

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

**Suggestions for the programme development**

o     Non-binding suggestions for the programme development

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|---|---|---|---|
| **2.1 Programme Admission Preconditions** | ■ | ☐ | ☐ | ☐ |

**2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills**
Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

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

The One-cycle educational program for medical doctors at Kutaisi University ensures the development of students' practical, scientific/research, and transferable skills in accordance with the program's learning outcomes. The program integrates various training courses that teach research methodologies, critical analysis, and the ethical principles of research. Students engage in research projects, both individually and in groups, and are provided opportunities to apply their theoretical knowledge in practical settings. Several key components include then Research Skills Development, which is represented by the mandatory courses such as Scientific Reasoning I-IV, starting from the first year, focusing on literature review, research design, data analysis, and scientific writing. The Practical Skills Development includes the mandatory Clinical and Professional Skills courses (I-XI, which cover practical and laboratory skills from the first semester to the final year. The other important component is the Laboratory and Simulation Training, which is represented by various disciplines and a simulation center with 12 rooms for practical skills development and assessment using OSPE and OSCE. The importance of research engagement is emphasized through the organization of student conferences and scientific weeks to foster research skills. These events include presentations, workshops, and competitions that emphasize academic integrity and research ethics.

The program's structure and content reflect a strong commitment to developing practical, research, and transferable skills among students. The inclusion of research methodology courses early in the program and their continuation over several semesters ensures a deep and sustained focus on research skills. The variety of practical training environments, including simulation centers, and clinical sites, provides students with extensive hands-on experience. The collaboration with multiple medical institutions for clinical rotations ensures that students receive diverse and comprehensive clinical training. The organization of conferences and scientific weeks demonstrates an active effort to engage students in research activities and foster a research-oriented mindset. The emphasis on academic integrity and the use of anti-plagiarism tools highlights the university's dedication to maintaining high ethical standards in research and academic work. Regular training and informational sessions for both students and staff further reinforce these principles.

In conclusion, Kutaisi University's program effectively ensures the development of students' practical, scientific/research, and transferable skills, meeting and exceeding the requirements of the standard. The program's comprehensive approach, combined with a strong emphasis on academic integrity and continuous improvement, positions it as a robust model for medical education.

**Evidences/Indicators**

- Program Medical doctor
- CVs of program providers
- Syllabi
- SER
- Interview

**Recommendations:**

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

**Suggestions for the programme development**

o  Non-binding suggestions for the programme development

**Evaluation**

Please, evaluate the compliance of the programme with the component

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

## 2.3. Teaching and Learning Methods

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

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

The One-cycle educational program for medical doctor at Kutaisi University employs a range of student-oriented teaching-learning methods designed to achieve the program's learning outcomes. These methods are tailored to the objectives of each course, ensuring they align with the content and expected competencies. The program utilizes interactive lectures, practical training, group work, simulations, clinical practice, and various other methods to ensure comprehensive student engagement and skill development. The various teaching/learning methods include lectures, which involve both verbal explanation and interactive work, emphasizing critical analysis of key issues. The practical training and group work includes activities such as group work, simulations, laboratory work, clinical practice, role-playing, case studies, discussions, presentations, and clinical duties. Problem-Based Learning (PBL) and Clinical Case-Based Learning (CBL) are used to focus on developing problem-solving and critical thinking skills through real-life clinical scenarios. Students utilize electronic resources for research and learning, enhancing digital literacy.

The program demonstrates a full-bodied implementation of diverse teaching-learning methods, reflecting a strong alignment with student-centered educational principles. The use of a wide array of methods caters to different learning styles and needs, promoting active learning and engagement. By integrating interactive lectures, hands-on practice, and case-based learning, the program ensures that theoretical knowledge is effectively translated into practical skills.

The program effectively uses student-oriented teaching-learning methods that correspond to the level of instruction, course content, and learning outcomes. The comprehensive approach ensures that students achieve the necessary competencies through varied and engaging methods. The alignment of teaching activities with learning outcomes through a detailed compliance map further strengthens the program's effectiveness.

In conclusion, Kutaisi University's One-cycle educational program for medical doctors successfully implements student-oriented teaching-learning methods that align with the program's objectives and ensure the achievement of learning outcomes. The diverse and interactive approach, supported by personalized learning plans and technology integration, positions the program as a model of effective medical education.

**Evidences/Indicators**

- Educational program, syllabi
- Self-Evaluation Report
- Interview results

**Recommendations:**

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

**Suggestions for the programme development**

o     Non-binding suggestions for the programme development

**Evaluation**

Please, evaluate the compliance of the programme with the component

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

## 2.4. Student Evaluation

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

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

Kutaisi University has implemented a comprehensive evaluation system for its One-cycle educational program for medical doctors. This system aligns with the "Rules for calculating credits for higher education programs" approved by the Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007. The evaluation system comprises midterm and final assessments, which together determine the final grade for a course, with a maximum of 100 points. Positive assessments range from 'Excellent' (A) to 'Sufficient' (E), and negative assessments include 'Unsatisfactory' (FX) and 'Failed' (F).

The evaluation system at Kutaisi University adheres closely to legislative requirements and institutional policies. The midterm and final assessments provide a comprehensive evaluation of student performance, with formative assessments encouraging continuous improvement and summative assessments ensuring that learning outcomes are met. The use of diverse evaluation methods (e.g., essays, quizzes, practical activities, OSPE, OSCE, tailored to specific learning outcomes) allows for a holistic assessment of various competencies, such as practical skills, communication abilities, and research capabilities. Detailed syllabi that outline evaluation criteria and methods, available on the Moodle platform and the university's student

information system. Formative and summative assessments to measure and promote student development and learning quality. Clear procedures for appealing grades, regulated by the "Examination Process Administration Rule." The system's transparency is enhanced through the use of anonymous grading and accessible platforms for sharing syllabi and grades. The appeal process further supports fairness by offering students a structured way to contest grades they believe to be unjust.

**Evidences/Indicators**

- UNIK Tbilisi School of Medicine Site-visit and interview results
- One-cycle educational program of a medical doctor and program appendices;
- Syllabi of the One-cycle educational program of a medical doctor;
- The rule of administration of the examination process of Kutaisi University LLC;
- The regulation of the educational process of Kutaisi University LLC;
- Moodle electronic platform used for communication of materials: http://unikmoodle.ge/;
- Kutaisi University electronic platform, student information system: https://eunsis.unik.edu.ge/

**Recommendations:**

NA

**Suggestions for the programme development**

NA

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|---|---|---|---|
| **2.4. Student evaluation** | ■ | ☐ | ☐ | ☐ |

**Compliance with the programme standards**

| 2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering | Complies with requirements | ■ |
|---|---|---|
| | Substantially complies with requirements | ☐ |
| | Partly complies with requirements | ☐ |

| | Does not comply with requirements | ☐ |
|---|---|---|

## 3. Student Achievements, Individual Work with Them

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

### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of the 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**

Kutaisi University provides a comprehensive framework to support student counseling, encompassing educational planning, academic achievements, and career development. This support is facilitated by program-involved personnel and institutional structures, ensuring a diverse and informed educational journey for students. Counseling and Support mechanisms which are used are the following: Personnel and Structural Units: In case of faculty employees, the dean, head of the educational program, and the manager of the educational process offer guidance on educational planning and related processes. Academic and Invited Staff provide additional counseling meetings, scheduled at the beginning of each semester and lasting two hours per week. Student and Alumni Service Center: Established to support career development and employment, offering various services and organizing events for skill enhancement. Electronic Platforms: Student Information System (eunsis.unik.edu.ge) used for academic registration, midterm, and final evaluations, allowing students to monitor their progress. Moodle Platform (unikmoodle.ge) facilitates communication between students and staff, providing access to meeting schedules and course materials.

Kutaisi University ensures that students have opportunities to diversify their learning experiences and receive relevant recommendations from program-involved personnel. This approach aims to make the educational process more engaging and comprehensive. Opportunities for Diverse Learning are shown through extracurricular activities, such as regularly organized public lectures, master classes, and international webinars involving leading companies and notable individuals, as well as participation in various local and international events, projects, and conferences. International Cooperation is present through the memoranda of cooperation with 63 universities from 21 countries, including 19 offering medical educational programs. Erasmus+ international credit mobility programs, facilitating student and staff exchanges, joint online lectures, and webinars. Examples: In April 2023, a hybrid workshop on "Deep Brain Structures" was held, featuring international experts and engaging students in advanced topics. The "Career Consultations" series offers presentations, discussions, and case studies to help students create effective resumes and prepare for interviews.

Kutaisi University ensures the protection of student rights and legal interests through well-defined internal legal acts. These regulations cover obtaining, suspending, and terminating student status, education recognition, mobility, and qualification awarding, adhering to principles of fairness, transparency, and publicity. "Regulating Rule of the Educational Process" (Order No. 382 of August 21, 2020) governs the educational process, including student status management and academic mobility. Internal legal acts are developed and approved by relevant services, ensuring adherence to fairness, transparency, and publicity principles.

Kutaisi University demonstrates a strong commitment to student counseling and support, diversity in the learning process, and the protection of student rights and legal interests. The institution's structured approach, supported by dedicated personnel, electronic platforms, and comprehensive regulatory frameworks, ensures that students receive holistic support throughout their educational journey. Examples of these efforts include career development activities, international cooperation initiatives, and transparent legal processes, all contributing to a rich and supportive learning environment.

**Evidences/Indicators**

- UNIK Tbilisi School of Medicine Site-visit and interview results
- Regulations of Kutaisi University LLC;
- Job descriptions and qualification requirements of the administrative staff of Kutaisi University LLC
- The regulation of the educational process of Kutaisi University LLC;
- Rules of participation in the international academic mobility program of Kutaisi University LLC;
- Moodle electronic platform used for communication of materials: http://unikmoodle.ge/;
- Kutaisi University electronic platform, student information system: https://eunsis.unik.edu.ge/;
- Kutaisi University website: https://www.unik.edu.ge/

**Recommendations:**

NA

**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 |
|---|---|---|---|---|
| **3.1 Student Consulting and Support Services** | ■ | ☐ | ☐ | ☐ |

## 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, a ratio of students and supervisors enables them 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**

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

**Recommendations:**

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

**Suggestions for the programme development**

o        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** | ☐ | ☐ | ☐ | ☐ |

**Compliance with the programme standards**

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

# 4. Providing Teaching Resources

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

## 4.1 Human Resources

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

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, 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 also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The one-level educational program for Doctor of Medicine at Kutaisi University involves 157 academic and invited staff, including 34 academic staff and 123 invited staff. The academic team comprises 10 Professors, 19 Associate Professors, and 5 Assistant Professors. However, according to the information provided by the university, there are only 2 affiliated professors (associate and assistant professors), which is not enough to maintain the sustainability of the program implementation. The staff numbers are determined by the "Methodology for Determining the Number of Academic and Invited Personnel," which requires that at least 51% of the hours for mandatory courses in the main field be taught by academic staff, ensuring program sustainability. Most of the academic staff is affiliated with a European university, although it is worth noting that the owner of Kutaisi University is the European University. During the interview, the heads of the program, who are at the same time affiliated with the European University, noted that the European University has sufficient resources to ensure the implementation of the Kutaisi University medicine program in Tbilisi. In addition, they noted that in case of accreditation of the program, there will be an increase in the number of affiliated personnel.

As for the administrative staff, there is a lack of them, because during the visit only 2 (the dean and his assistant) were permanently in Tbilisi. However, the institution also mentioned that it is planning to increase

the administrative staff. Based on the information provided, the expert panel suggests that there is a need to increase the number of affiliated personnel and administrative staff to the program.

The qualifications of both academic and invited staff are well-documented, with evidence such as diplomas, certificates, theses, publications, and practical experience. Recruitment follows the "Kutaisi University Personnel Selection Rules," ensuring that each position meets specific job descriptions and qualification requirements. The staff was trained and provided the certificate according to new requirements for human resources of medical education.

The program's implementation is supported by an effective workload scheme that sets the maximum teaching hours per semester for various academic positions, including student counseling hours. This ensures a balanced distribution of teaching and counseling responsibilities.

Academic and invited staff are actively involved in program development, participating in discussions about course credits, contact and independent work hours, prerequisites, learning outcomes, and required reading. This engagement extends to regular evaluations and surveys that inform updates and improvements to the program. Feedback from these surveys is analyzed and incorporated by the program leader and committee.

The program leaders have significant medical and educational experience, although they also lead the one-level graduate medical program at the European University and the Georgian language program at Kutaisi University, resulting in a high workload. This necessitates the hiring of additional affiliated staff. The qualifications and involvement of the program leaders are well-documented, highlighting their ability to manage the program effectively. They are supported by a committee of specialists who contribute to the continuous development and monitoring of the program.

Administrative support is integral to the program, with a dedicated team handling various aspects of administration and student services. This includes roles such as the Dean, Deputy Dean, program managers, student service center staff, exam center staff, international relations office staff, library staff, and human resources, totaling 18 administrative staff. However, the Dean also oversees the second English-language program at Kutaisi University, implemented in Kutaisi. During the interview, they mentioned that they will be adding administrative assistants Therefore, it is necessary to add administrative personnel who will directly support this program in Tbilisi.

Overall, the one-level educational program for Doctor of Medicine at Kutaisi University is characterized by a well-structured support system, qualified personnel, and a commitment to continuous improvement and adherence to educational standards.

| Number of 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 | 34 | | | 2 |

| | | | | |
|---|---|---|---|---|
| - Professor | 10 | 10 | 10 | 0 |
| - Associate Professor | 19 | 19 | 19 | 1 |
| - Assistant-Professor | 5 | 5 | 5 | 1 |
| - Assistant | | | | |
| Visiting Staff | 123 | | | 0 |
| Scientific Staff | 0 | 0 | 0 | 0 |

**Evidences/Indicators**

- One-cycle educational program of a medical doctor and program appendices.
- Syllabi of the One-cycle educational program of a medical doctor.
- Methodology for determining the number of academic and invited staff of Kutaisi University LLC.
- The procedure for selecting personnel of Kutaisi University LLC.
- Job descriptions and qualification requirements of Kutaisi University LLC staff.
- Documentation confirming the qualifications of the personnel involved in the implementation of the program.
- Documentation confirming the qualification of program managers.
- The results of the survey of academic and invited staff, the analysis of the results, and the report on the consideration of the results.
- Minutes of the meeting of the committee of the One-cycle educational program of a medical doctor.
- Self-evaluation report
- Interview results

**Recommendations:**

- It is recommended to increase the number of affiliated professors to ensure the sustainability of the program
- It is recommended to add administrative personnel who will directly support this program in Tbilisi

**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 |
|---|---|---|---|---|
| **4.1 Human Resources** | ☐ | ☐ | ■ | ☐ |

## 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**

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.

| Number of supervisors of Master's/Doctoral theses | Thesis supervisors | Including the supervisors holding PhD degree in the sectoral direction | Among them, the affiliated staff |
|---|---|---|---|
| Number of supervisors of Master's/Doctoral thesis | | | |
| - Professor | | | |
| - Associate Professor | | | |
| - Assistant-Professor | | | |
| Visiting personnel | | | _ |
| Scientific Staff | | | _ |

**Evidences/Indicators**

o        Component evidences/indicators, including the relevant documents and 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 |
|---|---|---|---|---|
| **4.2 Qualification of Supervisors of Master's and Doctoral Students** | ☐ | ☐ | ☐ | ☐ |

## 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 institution regularly evaluates the personnel involved in educational programs, including the One-cycle Medical Doctor Program in several ways:

**Scientific and Research Activities**: Academic staff are assessed based on their scientific and research activities. The university's "Rules for Evaluating the Academic and Invited Staff of Kutaisi University LLC," established by the rector's order #51 on October 7, 2020, outline the evaluation criteria and scoring system. For each academic position, the rules set minimum activity requirements and associated scores:

- · Affiliated Professor: Minimum 50 points, with a compensation of 3000 GEL.
- · Professor: Minimum 30 points, with a compensation of 2500 GEL.
- · Affiliated Associate Professor: Minimum 40 points, with a compensation of 2000 GEL.
- · Associate Professor: Minimum 25 points, with a compensation of 1500 GEL.

- Affiliated Assistant Professor: Minimum 30 points, with a compensation of 1500 GEL.
- Assistant Professor: Minimum 20 points, with a compensation of 1000 GEL.
- Affiliated Assistant: Minimum 20 points, with a compensation of 1000 GEL.
- Assistant: Minimum 10 points, with a compensation of 500 GEL.

The Center for the Promotion of Scientific and Research Activities, in collaboration with the Quality Assurance Service, evaluates and analyzes the results to support academic staff. This evaluation is conducted annually. For the 2022-2023 academic year, the total affiliation compensation was 46,500 GEL, with 12,000 GEL allocated to the Faculty of Medicine.

**Academic Activities**: Evaluation of academic and invited staff includes assessments by students, deans, program heads, Examination Center staff, and educational process managers. These evaluations cover staff cooperation, course management, teaching methods, and overall satisfaction. The Quality Assurance Service uses the university's electronic platforms and Survey Monkey for this purpose. The results are summarized to rank academic and invited staff by faculty, with monetary rewards given to the top performers. For the 2022-2023 academic year, a total of 9,700 GEL in awards was distributed, with 4,600 GEL allocated to the Faculty of Medicine.

**Audit Activities**: Evaluations of audit activities follow the "Procedures for Evaluating the Auditorium Work of Kutaisi University LLC" (approved September 17, 2020). This includes initial pedagogical activities, student surveys, and previous observations. The evaluation involves the Quality Assurance Service, field specialists, program heads, and the innovative teaching methods training center. Feedback is provided to the evaluated staff, and best practices are shared. For example, the use of virtual reality (VR) simulators was identified as a best practice in the medical doctor program. Needs identified during evaluations are addressed with targeted training modules, such as "Modern Teaching Methods in Higher Education."

**General Satisfaction Survey**: The University conducts annual surveys to assess staff satisfaction with various aspects including the material base, professional development, management style, and remuneration. Results are analyzed and used to improve services and address concerns. Reports and action plans are developed and monitored by the Quality Assurance Department.

**Professional Development**: The Center for the Promotion of Scientific and Research Activities actively supports academic and invited staff by providing information about international conferences, grant competitions, and scholarship opportunities. They organize workshops and seminars on various topics:

- Online workshops on "Qualitative Research Methods and Research Ethics" (October 27 - November 5, 2021).
- Seminars and trainings on topics like "Information Management," "Grant Application Preparation," and "Collaborative Research."
- International conferences such as "Education, Technologies and Innovation" with participation from experts and institutions worldwide.

The Training Center for Innovative Teaching Methods, operational since July 2020, offers continuous training in modern teaching methods and digital technologies. Training modules are selected based on trends and needs, with sessions held monthly (excluding January, August, and September). Trainers are trained by experts from the University of Salzburg and the Central European University

**Evidences/Indicators**

- Rule of evaluation of academic and visiting staff of Kutaisi University LLC;
- Academic and visiting staff evaluation results, evaluation results response reports;
- Procedures for evaluating the audit work of Kutaisi University LLC;
- Audit activity evaluation reports, issued feedback and evaluation summary reports;
- Results of survey of general satisfaction of program implementing staff, analysis of results and response reports;
- Rule of research funding of Kutaisi University LLC;
- Reports of the Center for the Promotion of Scientific and Research Activities for the 2021-2022 and 2022-2023 academic years on the activities carried out;
- Reports of the Training Center for Innovative Teaching Methods for the 2021-2022 and 2022-2023 academic years about the training conducted for the staff;
- The budget of the Faculty of Medicine of Kutaisi University for the academic year 2023-2024;
- M. Kostava st. No. 77, Tbilisi, 0160;
- Kutaisi University electronic platform, student information system: https://eunsis.unik.edu.ge/;
- Kutaisi University website: https://www.unik.edu.ge/.
- Self-evaluation report
- Interview results

**Recommendations:**

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

**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 |
|---|---|---|---|---|

| 4.3 Professional development of academic, scientific and invited staff | ■ | ☐ | ☐ | ☐ |
|---|---|---|---|---|

## 4.4. Material Resources

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

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

During the site visit, the expert panel had the chance to evaluate the Kutaisi University campus located on Kostava Street. It is well-equipped with the material and technical resources to carry out the One-cycle educational program for medical doctors. This includes well-equipped study halls, a library with the required book collection, electronic resources and international electronic databases, teaching laboratories, and specialized rooms such as those for chemistry-biochemistry, immunology-microbiology, physiology, histology, and pathology.

 The university also has a simulation center with 12 simulation rooms featuring mannequins designed for educational purposes and an examination center. The university building is equipped with all the necessary tools to support the program. In addition, the university has made provisions for an adapted environment for students with special educational needs, which includes an adapted bathroom. The university has furnished auditoriums and examination rooms with the necessary equipment, including computer technology and resources required for conducting training courses effectively. The laboratories and simulation center not only support teaching but also assist in evaluating the practical and clinical skills of students through Objective Structured Practical Examinations (OSPE) and Objective Structured Clinical Examinations (OSCE).

Kutaisi University's library is stocked with printed and/or electronic versions of the mandatory textbooks specified in the syllabi of the One-cycle educational program of a medical doctor.

The library resources are continually updated to meet the needs of the program manager and implementing staff. In the 2023-2024 academic year, 20,000 GEL has been allocated for enriching the book fund and providing access to electronic databases at the Faculty of Medicine.

The university libraries operate using an electronic catalog called Openbiblio, which is accessible through the university's website. This catalog allows interested individuals to search for available literature, access information about the number of issued and remaining copies and ascertain in what form the stock unit is registered in the library: printed, electronic, or both. There are instructions available on the university website for searching the electronic catalog. The university provides access to international electronic scientific databases, including the Hinari database, which offers online information necessary for medical research. Additionally, the university offers various international electronic scientific databases through

EIFL (Electronic Information for Libraries), including Cambridge Core, Elgaronline, The Royal Society Journals, and SAGE Journals.

This package also allows university staff and students to publish free of charge in specific journals and offers a 50% discount for publishing in open-access journals from electronic resources such as Brill, Cambridge University Press, Edward Elgar Publishing, Taylor & Francis, and World Scientific. Open edition Journals, which present French-language journals in the field of humanities and social sciences and has an English language interface, is also available to the university. A select number of articles are published simultaneously in English, Spanish, Italian, and Portuguese. Additionally, thanks to the support of the Rustaveli Foundation, Elsevier's scientific electronic databases, namely ScienceDirect, Scopus, and Funding Institutional, are accessible to Kutaisi University staff and students since 2019. The university ensures that information and instructions on the use of library resources and electronic scientific databases are regularly provided to students and staff through meetings and emails, and these details are available on the university website.

The team visited some of the university's clinical sites including NNLE "Jo Ann University Hospital'', LLC "Academician O. Gudushauri National Medical Center''; and Ltd "Kanveni". They are well-equipped clinical teaching centers with enough clinical and teaching requirements of the MD program.

**Evidences/Indicators**

- Site visit
- Interview with staff
- The budget of the Faculty of Medicine of Kutaisi University for the academic year 2023-2024;
- The library's electronic catalog on the university website: https://unik.edu.ge/Library/72;
- International electronic scientific bases: https://unik.edu.ge/Library/73;
- Kutaisi University website: https://www.unik.edu.ge/.

**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 |
|---|---|---|---|---|

| 4.4 Material Resources | ■ | ☐ | ☐ | ☐ |
|---|---|---|---|---|

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

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

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

The budgeting process at Kutaisi University is governed by the "Budgeting Policy and Procedures of Kutaisi University LLC," as approved by Resolution No. 5 of November 12 2020, of the Governing Council of the University. It's worth noting that the university follows a decentralized budgeting process, providing each structural unit of the university with the authority to independently determine the types and volumes of expenses for the upcoming year within predefined financial limits. This decentralized approach ensures that all faculties are actively involved in the budgeting process, in accordance with the university's structure. Moreover, services are in place to accommodate the needs and requirements of various structural units, faculties, and programs within the university budget. The inclusion of the lease agreement in the program budget is crucial, as advised by the expert panel during the staff interviews.

In the specific case of the Faculty of Medicine, the dean plays a key role in collaborating with the head of the program to develop the program budget. This process involves assessing the program's needs, allocating priority expenses, and considering the program and faculty income to support the implementation of the budgeted expenses for the program. For the 2023-2024 budget of Kutaisi University LLC, the Faculty of Medicine has allocated resources for essential expenses that are integral to the implementation and advancement of educational programs.

**Evidences/Indicators**

- Kutaisi University LLC budgeting policy and procedures;
- The budget of Kutaisi University LLC for the 2023-2024 academic year;
- The budget of the Faculty of Medicine for the academic year 2023-2024

**Recommendations:**

**Suggestions for the programme development**

4. It is suggested that the lease agreement be counted in the budget

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|:---:|:---:|:---:|:---:|
| **4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability** | ■ | ☐ | ☐ | ☐ |

**Compliance with the programme standard**

| 4. Providing Teaching Resources | Complies with requirements | ☐ |
|---|---|:---:|
| | Substantially complies with requirements | ■ |
| | Partly complies with requirements | ☐ |
| | Does not comply with requirements | ☐ |

# 5. Teaching Quality Enhancement Opportunities

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

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 Quality Assurance Service of Kutaisi University operates under the "Quality Assurance Policy" approved by the Governing Council (Resolution No. 2, October 2, 2020) and the "Procedures for the Use of Quality Assurance Mechanisms and Evaluation Results" (Rector's Order No. 36, March 24, 2021). The service's activities are grounded in transparency, publicity, objectivity, reliability, continuity, and validity, ensuring continuous assessment and development. The quality assurance system follows the Plan-Do-Check-Act (PDCA) cycle.

The development of the One-cycle educational program for a medical doctor followed these stages. The Quality Assurance Service worked closely with program leaders, committee members, and implementing staff to share evaluation results and incorporate feedback. This collaboration ensured the program's continuous improvement. The evaluation process involves student evaluations of program staff and training courses, general satisfaction surveys of students and staff, evaluation of examination processes and learning outcomes, administrative staff evaluations of program personnel and audit of program achievements. The results are sent to relevant units for response and improvement, ensuring the enhancement of educational programs and processes. The Quality Assurance Service reviews and incorporates feedback from various stakeholders, including potential employers, students, graduates, and academic staff. It is essential to highlight the recent practice established by the University, which involves informing students and staff of updates and changes made based on questionnaire results. This practice ensures that all parties are kept informed about the outcomes of the surveys.

The Medical Doctor program at Kutaisi University adheres to rigorous quality assurance standards through collaborative planning, assessment, and continuous improvement processes. The Quality Assurance Service's systematic approach, guided by transparency and objectivity, ensures that the program remains responsive to feedback and evolving educational needs, thus maintaining high standards of academic quality and effectiveness.

Referring to the recommendation about the design and implementation of a system which directly measure the achievement of LOs (standards 1.3), and its interrelation with Internal Quality Assurance mechanism,

it seems necessary to take this deficit seriously as a component of Internal Quality Assurance and implement required measures to fill the gap.

**Evidences/Indicators**

- UNIK Tbilisi School of Medicine Site-visit and interview results
- Quality assurance policy of Kutaisi University LLC;
- Quality assurance mechanisms of Kutaisi University LLC and procedures for using evaluation results;
- The results of the assessment of the personnel implementing the One-cycle educational program of the medical doctor operating at the Kutaisi University LLC, the responses to the assessment results;
- Results of the general satisfaction survey of students and staff conducted at the Faculty of Medicine of the Kutaisi University LLC, analysis of the results, and reports on the response to the results;
- The results of the evaluation of the examination processes carried out at the Faculty of Medicine of the Kutaisi University LLC, analysis of the results, and reports on the response to the results;
- The summary report of the assessment of the audit work carried out at the Faculty of Medicine of the Kutaisi University LLC, the report of the response to the results of the assessment;
- Analysis of the academic performance of students implemented within the framework of the One-cycle educational program of a medical doctor operating at the Kutaisi University LLC, a report on the use of the results of the analysis;
- Interested parties' survey results, results analysis and usage report;
- One-cycle educational program of a medical doctor and program appendices;

**Recommendations:**

- It is recommended to complete the Internal Quality Assurance mechanism of the University about MD program by design and implementation of an assessment system for defining the level of achievement of LOs by the students.

**Suggestions for the programme development**

NA

**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** | ☐ | ■ | ☐ | ☐ |

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**

During the panel visit, university representatives mentioned that the one-cycle educational program of a medical doctor was sent to an external evaluator. The evaluator was an international independent expert, a professor of Ege University (Turkey), and a Turkish education expert, who was responsible for the formative evaluation. Ayhan Chalishkan, MD. The university provided a document where the expert evaluated the educational program in all components and provided the findings and comments. It should be noted that the expert assessment regarding the program is positive, including the program goals, learning outcomes, and program curriculum. The university also provided proof that they have started to implement the recommendations.

During the external evaluation of educational programs, Kutaisi University also considers the accreditation and authorization processes of the National Center for Education Quality Enhancement. The university takes into account the recommendations and advice received during this process to improve and refine educational programs,

In line with expert recommendations, the One-cycle educational program for medical doctors incorporates mandatory shifts and portfolios in key clinical training courses such as internal medicine, surgery, pediatrics, obstetrics and gynecology, emergency medicine, infectious diseases, geriatrics, and palliative medicine. Moreover, the program features clinical training course examinations in the OSCE format, with a maximum of 4 stations for final exams and 2 stations for midterms in basic and preclinical training courses. Additionally, the curriculum encompasses specialized courses like "Forensic Medicine" and "Medicine and Art" in accordance with feedback from the external reviewer.

**Evidences/Indicators**

- Self-evaluation report
- Interview with staff
- Conclusion of an external expert participating in the developmental evaluation process of the program.

**Recommendations:**

o N/A

**Suggestions for the programme development**

o N/A

**Evaluation**

Please, evaluate the compliance of the programme with the component

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

## 5.3 Programme Monitoring and Periodic Review

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

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

Evaluating and reviewing educational programs at Kutaisi University is a continuous process aimed at their development and enhancement. Various evaluation tools are used to assess different aspects of the educational programs, including: 1. Program leaders annually evaluate the program's achievement of learning outcomes. 2. Monitoring, evaluation, development, and improvement of learning outcomes are conducted using direct and indirect methods. Direct methods involve analyzing students' academic performance according to the university's assessment methodology. This dynamic analysis spans the past three years to identify significant issues. Indirect methods involve analyzing survey results from program graduates and employers. The feedback obtained from employers and graduates regarding the knowledge and skills acquired from the program helps in assessing the program's quality. An electronic platform is utilized for conducting these surveys https://www.surveymonkey.com. 3. Evaluation of the program personnel involved in its implementation is carried out to ensure quality. 4. The Quality Assurance Service evaluates the educational program's sustainability. This evaluation considers the minimum number of academic personnel required for program implementation, as per the university's guidelines. The Quality Assurance Service collects data from program managers to assess compliance with these guidelines. 5. The

Quality Assurance Service conducts regular evaluations of program implementation staff, involving students and university administrative staff. Students provide feedback through questionnaires at the end of each semester, evaluating various aspects of the courses and lecturers. Additionally, the program's implementation staff is assessed by the dean, program head, learning process management manager, and Examination Center employees. 6. Quality assurance mechanisms include evaluating the progress of the educational process through satisfaction surveys, such as the general satisfaction survey of program implementing staff and the general student satisfaction survey. These surveys provide insights into the material and technical resources at the university, professional development opportunities, management style, and student satisfaction with the educational process. 7. The Quality Assurance Service also evaluates the examination processes by conducting student surveys after the midterm and final exams. These surveys assess the organization and content of the exams.

The One-cycle educational program of a medical doctor was compared with similar programs from several universities, both locally and internationally. Four universities in Georgia (Tbilisi State University, Georgian-American University, David Tvildiani Medical University, and Akaki Tsereteli State University) were analyzed for local experience. For international experience, the medical education programs of Tirgu Mures University of Medicine and Pharmacy, Science and Technology in Romania and Nova University in Portugal were studied. The comparative analysis focused on the course content, structure, features, innovations, and developmental competencies of the programs. Although no fundamental changes were suggested for the One-cycle English-language educational program of Kutaisi University LLC after reviewing the curricula of the educational programs in Georgia, some experiences were shared and several important issues for future development were identified. For example, based on the experience of Davit Tvildiani Medical University, the training course "Allergology and Clinical Immunology" was part of the "Clinical Medicine Course" and was taught in the "Internal Medicine" training block. Additionally, inspired by Tirgu Mures University of Medicine and Pharmacy, Science and Technology, the elective course "Career Orientation in Medicine" was considered interesting. In response, the training course "Professional Career Development" was developed for the educational program of a medical doctor at Kutaisi University LLC. The university plans to strengthen the Problem-Based Learning (PBL) teaching method and format and to integrate it further into the program. The focus will be on using PBL not only as a teaching method but also as an evaluation method within the framework of the One-cycle educational program of a medical doctor at Kutaisi University LLC.

**Evidences/Indicators**

- Self-evaluation report
- Meeting with staff

**Recommendations:**

**N/A**

**Suggestions for the programme development**

**N/A**

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Complies with requirements | Substantially complies with requirements | Partially complies with requirements | Does not comply with requirements |
|---|:---:|:---:|:---:|:---:|
| 5.3. Programme monitoring and periodic review | ■ | ☐ | ☐ | ☐ |

**Compliance with the programme standards**

| 5. Teaching Quality Enhancement Opportunities | | |
|---|---|:---:|
| | Complies with requirements | ■ |
| | Substantially complies with requirements | ☐ |
| | Partially complies with requirements | ☐ |
| | Does not comply with requirements | ☐ |

**Attached documentation (if applicable):**

 **Name of the Higher Education Institution:  Kutaisi University**

**Name of Higher Education Programme, Level: One-cycle MD 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 | ☐ | ☐ | ■ | ☐ |
| 2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering | ■ | ☐ | ☐ | ☐ |
| 3. Student Achievements, Individual Work with them | ■ | ☐ | ☐ | ☐ |
| 4. Providing Teaching Resources | ☐ | ■ | ☐ | ☐ |
| 5. Teaching Quality Enhancement Opportunities | ■ | ☐ | ☐ | ☐ |

 **Signatures:**

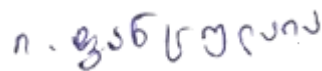 **Chair of Accreditation Expert Panel**

　　Azim Mirzazadeh

 **Accreditation Expert Panel Members**

　　Ia Pantsulaia

　　Davit Topuria

　　Irakli Gagua

Lana Bokuchava