



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## Accreditation Draft Report on Cluster of Higher Education Programmes

Name of the Cluster of Educational Programmes according to the Fields of Study of the Classifier

1. Healthcare Economics and Management - Bachelor's Studies
2. Healthcare Management - Master's Studies

Name of Higher Educational Institution

University of Geomedi

Tbilisi  
2025

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	University of Geomedi
Identification Code of Institution	204909858
Type of the Institution	University

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organization, Country)	Zsuzsanna Szeles – University of Sopron/Hungary
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Irakli Gagua/Gagua Clinic/ Georgia
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<b>Member</b> (Name, Surname, HEI/Organization, Country)	Tamaz Uzunashvili - Georgian American University/Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Soso Gazdeliani - Caucasus International University, Georgia

## I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme	Healthcare Economics and Management	Healthcare Management
Level of higher education	Bachelor	Master
Qualification to be awarded	Bachelor of Business Administration in Management	Master of Business Administration in Management
Name and code of the detailed field  ISCED–F-2013	0413 Management and Administration	0413 Management and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education <sup>1</sup>	VI	VII
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited  10.12.2019 №235	Accredited  10.12.2019 №236

<sup>1</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 the Cluster of Education Programmes<sup>2</sup>**

The Faculty of Health Economics and Management started functioning in 2007.

They got the last accreditation on 10.12.2019, it ends on 10.12.2024. They are applying for the cluster accreditation of the "Healthcare Economics and Management" bachelor's and "Healthcare Management" master's programs.

Bachelor's and Master's programs comply with the requirements of the sector characteristic (2024).

The program has clearly defined objectives and learning outcomes that are logically structured and interconnected.

The program cluster includes several subjects, through which these programs separately and together provide the graduate with general full-fledged managerial knowledge, and the theoretical and practical competence necessary to implement management in the health care system. To achieve this goal, all our pre-graduates will have practice in different healthcare systems (University Dental Clinic, University Rehabilitation Clinic, and JSC "Viani" Iv. Bokaria University Hospital).

- **Overview of the Accreditation Site Visit**

The on-site visit took place on September 25 and 26, 2024, with the participation of the visiting committee of five experts. The visiting committee, made up of experts, conducted the investigation in accordance with the specified standards and met with representatives of the academic and non-academic areas of the university. With the help of targeted questions, he requested and received answers for a better, more transparent understanding of the individual standards and for a clear view of the university's educational, research and administrative processes. The teaching and research colleagues, the administrative staff and the students who participated in the panel discussions gave satisfactory answers to the experts' questions. The additional materials requested during the investigation were fully made available to the committee.

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

The cluster basically meets the requirements, this can be established during the self-evaluation report (SER) and the on-site visit. The cluster has clearly defined objectives, which reflect what knowledge, skills and competencies the cluster provides to the graduate.

The Bachelor's and Master's programs comply with their respective qualification levels as outlined in the National Qualifications Framework. The Bachelor's programs align with Level 6, while the Master's programs correspond to Level 7. Each program adheres to the sector-specific benchmarks and qualifications detailed in the Higher Education standards. Academic and research staff, students, alumni, and employers were actively involved in the process, contributing to a comprehensive understanding of labor market demands and educational needs.

Geomedi University has established a comprehensive and systematic framework for evaluating the learning outcomes of its educational programs. This framework ensures that the evaluation mechanism aligns with both national and international standards and is effectively integrated into the program's lifecycle.

Both educational programs presented by the higher education institution (HEI) are distinguished by their content, scope, and level of complexity, which are appropriate for their respective educational levels. Moreover, the programs have been developed in full compliance with the requirements of Georgian legislation and in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS).

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<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

Overall, the learning outcomes of academic courses are aligned with the program's objectives, and each course's content mostly matches its intended learning goals.

Information about the activities, evaluation components, criteria and methods provided by the subject syllabus is known to the students in advance. It was established that everything is in order in terms of transparency of evaluation.

The master's degree program in healthcare management has a qualified supervisor, whose competence is proven by education relevant to the field, scientific works and corresponds to the requirements of the degree, as well as to the specifics of the program and the best international practices.

The qualifications and hourly workload of the academic and visiting staff involved in the program implementation are crucial for achieving the intended study outcomes.

The program heads and Co-head (who was previously had of the program) possess the necessary expertise to lead the program and actively contribute to its design, development, and implementation of planned events. They have the relevant knowledge and experience in the academic field and are directly engaged in program implementation and student consultation.

As it was confirmed during the interviews, the program staff actively incorporates the results of quality assurance processes when making decisions related to the academic program. This approach ensures that decisions regarding curriculum development, teaching methodologies and resource allocation are all evidence-based and aligned with the goals of the university.

To ensure the quality of the educational process, the university's Quality Assurance Department actively involves various structural units in the evaluation process. Students regularly provide feedback on the performance of academic and visiting staff as well as on the quality of administrative services they receive.

- **Recommendations**

**Programme 1** (Bachelor's Program of Healthcare Economics and Management)

- 1.5.1. Some courses are with outdated literature (e.g. Principles of the Microeconomics, Principles of the Macroeconomics, Financial Management). Literature should be updated to new editions.
- 1.5.2. Financial Management of Bachelor's program and Financial management of healthcare objects from Master's program uses the same literature (Fundamentals of Financial Management, Horne, Wachowicz, 2008 ed. Georgian translations) which create questions about differences between Bachelor's and Master's levels of education. Recommended to use different textbooks which will coincide with the levels (master and bachelor) of educational programs.

**Programme 2** (Master's Program of Healthcare Management)

- 1.5.3. Literature for the following study courses should be updated: Financial management of healthcare objects, Human capital management, Marketing Management, Corporate Management, Business Communications.
- 1.5.5 The course "Financial management of healthcare objects" should be renamed to Financial Management – it doesn't contain financial management related to healthcare.
- 3.2.1. It is recommended to pay more attention to the methodological part, literature review and diversity of sources in master theses.

**5.3.1.** It is recommended the university designs a form to evaluate MA thesis Supervisor.

**General recommendations of the cluster:**

**2.1.1** It is recommended the university adopts a proactive and comprehensive strategic plan aimed at increasing student enrollment to ensure the sustainability of the programs.

**2.2.1** The university should provide more opportunities for students to participate in international and local conferences to develop their transferable skills, especially international exposure, where development is needed.

**2.4.1.**It is recommended to develop a separate criterion for the maximum score in individual components of the evaluation;

**2.4.2.**It is recommended that the tasks of the midterm and final exams be composed in such a way that it is aimed at the development of students' transfer and analytical skills.

**3.1.2.**It is recommended to activate international mobility in the direction of semester exchange programs and short-term international projects.

**4.5.1.** University should strive to ensure that the program becomes self-funded and sustainable for the long term.

**5.1.1.** It is recommended to promote the active participation of different stakeholders in the self-evaluation process, in order for the quality assurance mechanisms to work effectively.

**5.2.1.** It is recommended the university the university more actively considers and implements both the recommendations and suggestions provided during the accreditation process.

**5.3.1.** It is recommended that the learning outcomes be revised to include active verbs that clearly define the actions students are expected to perform.

- **Suggestions for the Programme Development**

**Programme 1** (Bachelor's Program of Healthcare Economics and Management)

**1.4.1.** In the provided documentation the document with title "Learning Plan and Curriculum" one of the Excel worksheets shows distribution of the credits per semester. However instead of 8 semesters it presents just 4 semesters, and this is the distribution of credits per each year not semester. Will be more visually clear to have distribution of credits per semester instead of annual one.

**1.4.2.** The learning outcome map shows introductory and expansion level for all courses (without reinforcement) except the last two outcomes of the program, where indicated mostly reinforcement level for all courses. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level.

**Programme 2** (Master's Program of Healthcare Management)

**1.4.3.** The learning outcome map should be adjusted to show the real situation of how courses are reaching program outcomes with gradual increase of level: at the beginning should be introductory level, then expansion, and finally reinforcement levels.

**General suggestions of the cluster:**

- 3.1.1. It is suggested to plan and implement more useful trainings/workshops/events on issues relevant to the presented educational programs;
- 3.1.2. It is suggested to plan and implement more activities in the direction of career development of students.

- **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

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

Programme 1 (Bachelor's Programme of Healthcare Economics and Management)

1.5.1 Some courses are with outdated literature (e.g. Principles of the Microeconomics, Principles of the Macroeconomics, Financial Management). Literature should be updated to new editions.

According to the recommendation, literature was updated in the following study courses:

Principles of microeconomics; Principles of macroeconomics; Financial management; Financial institutions and markets; Operations management and quality management; Healthcare state policy and legislation (see syllabi).

Response: Not Sharing the Argumentative Position of the HEI

1.5.1 New literature added to the syllabi but unfortunately the weekly description of the course still references just old, outdated literature. Therefore, this recommendation stays as it is.

1.5.2 Financial Management of Bachelor's program and Financial management of healthcare objects from Master's program uses the same literature (Fundamentals of Financial Management, Horne, Wachowicz, 2008 ed. Georgian translations) which create questions about differences between Bachelor's and Master's levels of education. Recommended to use different textbooks which will coincide with the levels (master and bachelor) of educational programs.

According to the recommendation, we have updated the literature in the following study courses: "Financial management" of the Bachelor's Programme and "Financial management of the medical (healthcare) facilities" of the Master's Programme (see syllabi).

Response: Not Sharing the Argumentative Position of the HEI

1.5.2 New literature added to the syllabi but unfortunately the weekly description of the course still has the same topics as old, outdated literature. Therefore, this recommendation stays as it is.

Program 2 (Master's Program of Healthcare Management)

1.5.3 Literature for the following study courses should be updated: Financial management of healthcare objects, Human capital management, Marketing Management, Corporate Management, Business Communications.

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<sup>3</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.



According to the recommendation, literature was updated in the following study courses: "Human capital management", "Financial management of healthcare facilities", "Marketing management", "Business communications", "Corporate management" (see syllabi).

Response: Not Sharing the Argumentative Position of the HEI

1.5.3 New literature added to the syllabi but unfortunately the weekly description of the course still has the same topics as old, outdated literature. Therefore, this recommendation stays as it is.

1.5.4 In syllabi literature cannot be indicated in other languages than Georgian and English. It is recommended to remove from Human Capital Management syllabus the following book from additional literature list: Kapelyushnikov R.I. Theory of human capital. Russian language is not demanded as a prerequisite of the program and some students won't be able to read Russian books.)

Based on the recommendation, the literature was updated in the study course "Human capital management" and the book - Kapelyushnikov R.I. "Theory of human capital" was removed from the study course (see syllabus).

Response: Sharing the Argumentative Position of the HEI

1.5.4 Syllabus has been updated, and Russian literature has been removed. Therefore this recommendation can be removed.

1.5 The course "Financial management of healthcare objects" should be renamed to Financial Management – it doesn't contain financial management related to healthcare.

The syllabus "Financial management of healthcare facilities" has been revised based on the newly added literature (George H. Pink | Paula H. Song – Gapenski's Understanding Healthcare Financial Management – 8th Ed. 2020), which includes financial management topics related to healthcare.

Response: Not Sharing the Argumentative Position of the HEI

1.5.5. New literature related to Financial Management to financial organizations has been added to the syllabus, however no topics from this book were added to the weekly description of the course. Therefore, this recommendation stays as it is.

1.6 Leadership syllabus outcomes should be adjusted. Based on the textbooks and detailed topics in the lecture's schedule can be concluded that this course is just leadership without healthcare emphasis. Therefore, from all outcomes the word "healthcare" should be removed.

According to the recommendation, the learning outcomes in the syllabus of the study course "Leadership" have been corrected and the term "healthcare" has been removed from all learning outcomes (see syllabus).

Response: Sharing the Argumentative Position of the HEI

1.5.6 The learning outcomes in the "Leadership" syllabus were adjusted and the term "healthcare" has been removed from all learning outcomes. Therefore, this recommendation can be removed.

3.2.1 It is recommended to pay more attention to the methodological part, literature review and diversity of sources in master theses.

We share the recommendation to conduct additional meetings with master's thesis supervisors to give more attention to the methodological part of master's theses, literature review and source diversification.

Response: Not Sharing the Argumentative Position of the HEI

This recommendation stays as it is.

5.3.1 It is recommended the university designs a form to evaluate MA thesis Supervisor.

The University has developed a form for evaluation of master's thesis supervisor, which is embedded into the "evaluation system of affiliated academic staff scientific productivity and quality."

The assessment of the master's thesis supervisor is one of the criteria for evaluating the productivity and quality of scientific activities of affiliated academic staff and is evaluated with a specific score. The evaluation of the master's thesis supervisor is an important component of the multi - faceted assessment, which is carried out at the end of each year. This document was reviewed during the interview with the experts and was forwarded as requested additional documentation to Nino Shioshvili, who serves as the Coordinator of Higher Education Quality Assurance Service.

Response: Not Sharing the Argumentative Position of the HEI

According to the universities position, the evaluation of the MA supervisors is built in the mechanism of the evaluation of academic staff research activities. The program accreditation standard clearly defines that the MA thesis supervisors should be assessed by the students in order to get feedback on supervision process itself. Although during the interview the mechanisms for evaluating the academic staff research productivity was discussed, this particular element was not seen within it. Therefore, the recommendation stays as it was drafted

General recommendations of the cluster:

2.1.1 It is recommended the university adopts a proactive and comprehensive strategic plan aimed at increasing student enrollment to ensure the sustainability of the programs.

The University fully meets the requirements of Standard 2, component 2.1 (programme admission prerequisites).

In response to the recommendation, the University adapted its strategic plan with the aim of increasing student number.

- Investment in the University assets has increased;
- Infrastructure has been renewed;
- University public relations has been strengthened.
- The tuition fees for bachelor's and master's programmes at the faculty of health economics and management have been reduced. As a result, the number of students at the faculty increased for the 2024 academic year, which is also confirmed in the expert group's draft report.

Response: Not Sharing the Argumentative Position of the HEI

According to the university argumentation letter, the programs given in the cluster are fully compliance with the standard requirements of designing pre-conditions for enrolling students on the programs. That is true and is also written in the expert's report. However, the same sub-standard says that "The HEI defines the methodology of planning the student body for the educational program, which considers the specificity of the program and the resources of the institution and ensures the smooth administration of educational processes". The current low enrollment numbers in the recent years, represent a

significant challenge to the sustainability of these academic programs (in recent three years less than 10 students on BA program, and less than 3 on MA program). For that reason, the recommendation stays as it is.

2.2.1 The university should provide more opportunities for students to participate in international and local conferences to develop their transferable skills, especially international exposure, where development is needed.

A traditional, local, Georgian and English language interuniversity conference was held on December 13, 2024. The conference is organized every semester and has its dedicated prize fund. Its purpose is to promote scientific research activities among students and to increase motivation for interuniversity collaboration and relationships.

During the reporting period, the International relations and Public relations service conducted meetings regarding international exchange programmes.

Competition information is public and accessible on the official web - site of the University (<https://geomedi.edu.ge/?cat=18>).

Additionally, the competition winner Giorgi Bekauri from the faculty of healthcare economics and management will participate in an Erasmus+ funded exchange programme at Siedlce University, Poland during the spring semester of the 2024-2025 academic year.

Response: Not Sharing the Argumentative Position of the HEI

During the personal visit, it was revealed that the students do not have this information. Therefore, this recommendation stays as it is.

2.3.1 I recommend the use of more international databases and the inclusion of more international literature in students' theses.

To increase the usage of international databases, students periodically receive training and participate in webinars conducted by both local and foreign trainers. Students receive individual consultations both in person at the library and online. Regular meetings are conducted with each new intake of students to familiarize them with library services and electronic database usage. Also, information bulletins containing instructions for using existing electronic databases are prepared and printed at the start of each academic year. They are available in the library.

Trainings and webinars conducted in 2024:

26.03.2024 webinar: "How to navigate in Scopus titles". Elsevier trainer - Kirill Ivanov.

08.05.2024 webinar: "New user interface of the EBSCOhost platform. All you need to know about access and usage scientific medical electronic resources on the updated platforms". EBSCO trainer - Iryna Serzhan.

28.05.2024 webinar: "Discover ScienceDirect Topics". Elsevier trainer - Paula Milewska.

23.09.2024 webinar: "Library Services and Their Usage. Methods of Using International Scientific Databases" - Nana Tsertsvadze.

08.10.2024 webinar: "Modern teaching methods and the use of e-resources in academic education." Elsevier trainer - Paula Milewska.

Response: Sharing the Argumentative Position of the HEI

It was possible to access and learn about the international databases provided in the answer on several occasions. Therefore, this recommendation can be removed.

2.4.1 It is recommended to develop a separate criterion for the maximum score in individual components of the evaluation;

The recommendation is taken into account. Individual evaluation criteria for maximum points of assessment components have been broken down in the "Instruction for Master's thesis preparation, submission and evaluation".

Response: Not Sharing the Argumentative Position of the HEI

This recommendation stays as it is.

2.4.2 It is recommended that the tasks of the midterm and final exams be composed in such a way that it is aimed at the development of students' transfer and analytical skills.

The recommendation was shared and the structure of midterm and final examination tasks has been adjusted in several required specialty courses.

Midterm and final examination assignments are evaluated using both closed - ended tests and open-ended questions.

Response: Not Sharing the Argumentative Position of the HEI

This recommendation stays as it is.

3.1.1 It is recommended to increase students' interest and involvement in local and international scientific conferences.

Recommendation 2.2.1 is repeated.

Response: Sharing the Argumentative Position of the HEI

This recommendation can be removed.

3.1.2 It is recommended to activate international mobility in the direction of semester exchange programs and short-term international projects.

During the reporting period, the International relations and Public relations service conducted meetings regarding international exchange programmes.

Information about competitions is public and accessible on the official web - site of the University (<https://geomedi.edu.ge/?cat=18>).

Additionally, the competition winner Giorgi Bekauri from the faculty of healthcare economics and management will participate in an Erasmus+ funded exchange programme at Siedlce University, Poland during the spring semester of the 2024-2025 academic year.

Response: Not Sharing the Argumentative Position of the HEI

This recommendation stays as it is.

4.5.1. University should strive to ensure that the program becomes self-funded and sustainable for the long term.

The University has adapted to strengthen long term sustainability.

- Investment in the University assets has increased;
- Infrastructure has been renewed;
- University public relations has been strengthened.

- The tuition fees for bachelor's and master's programmes at the faculty of health economics and management have been reduced. As a result, the number of students at the faculty increased for the 2024 academic year, which is also confirmed in the expert group's draft report.

Response: Not Sharing the Argumentative Position of the HEI

University definitely invested in its assets and improved overall infrastructure. However, the expert panel is discussing the importance of ensuring program sustainability and making them self-funded. Decreasing tuition fees can't ensure this, and problems still remain. This recommendation stays as it is.

5.1.1. It is recommended to promote the active participation of different stakeholders in the self-evaluation process, in order for the quality assurance mechanisms to work effectively.

All interested parties were actively involved in the self-evaluation process: the dean of the faculty of health economics and management and the programme director/co-director, academic/invited staff, head of the quality assurance service, Vice - Rectors, head of human resources management service, director of the library, chief accountant, employers, alumni, and students. This is also confirmed in the draft report, page 68.

"The program self - evaluation group included both academic and administrative staff at the faculty level and from various university structural units that provide University services. The expert group had the opportunity to meet with employees who were involved in the self-evaluation process, which confirmed that they actively participate in the programme implementation and development process and roles are distributed according to their competencies".

Response: Not Sharing the Argumentative Position of the HEI

On response to the recommendation under the sub-standard 5.1.1 the university is citing expert's report that the administrative staff was involved in the self-evaluation. As stated in the report the expert panel noted that "however, it has to be noted that the activity of the administrative staff in this process is more noticeable than that of the academic staff. After the interviews, the expert panel got the impression that alumni, employers and invited staff are not actively involved in the self- evaluation process. The interviews with those stakeholders confirmed that they are not that familiar with the program's learning outcome and overall objectives.". That said, the recommendation stays as it is.

5.2.1. It is recommended the university the university more actively considers and implements both the recommendations and suggestions provided during the accreditation process.

The University always shares and implements recommendations received during the accreditation process.

It is interesting to know on what basis the experts wrote this specific recommendation, when according to subparagraph 2.4 of "Description and justification" of paragraph 2 of the Decision N235 of the Accreditation Council of the Educational Programmes, dated December 10, 2019, the Council did not agree with the assessment reflected in the report provided by the experts.

Response: Sharing the Argumentative Position of the HEI

On response to the given recordation the HEI stated that although the experts gave the recommendation within previous accreditation, the Council did not share those recommendations. Those recommendations in case of the both programs were related to financial sustainability of the programs in relation to the number of the students. As it is seen, after the six years the expert panel have the same concerns, but as we are unable to formulate it as a recommendation it is moved to suggestions under this sub-standard. This will change the sub-standard evaluation to fully compliance, but does not change the overall evaluation of the standard 5.

5.3.1 It is recommended that the learning outcomes be revised to include active verbs that clearly define the actions students are expected to perform.

Based on the recommendation, the learning outcomes in the "Leadership" study course syllabus have been modified (see syllabus).

Response: Not Sharing the Argumentative Position of the HEI

The university shared the recommendation and changed the verbs in case of one course, but there is more than one with the same problem, thus the recommendation stays as it is.

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

#### Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster evaluation<sup>5</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster

<sup>4</sup> **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

<sup>5</sup> **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

### 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 institution. 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.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

##### 1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an 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.

#### Cluster and individual evaluation

##### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The cluster basically meets the requirements, this can be established during the self-evaluation report (SER) and the on-site visit. The cluster has clearly defined objectives, which reflect what knowledge, skills and competencies the cluster provides to the graduate. We agree with what was stated in the self-evaluation report that the goal of the "Healthcare Economics and Management" Bachelor Program is to provide a wide spectrum of knowledge and abilities in management, social, economic, legal, ethical and some other adjacent fields of studies. The "Healthcare Management" Master Program concentrates on more advanced research and in-depth and complex studies about management and related subjects.

Cluster goals consistent with the university's mission and strategic plan. The objectives of the cluster take into account the peculiarities of the field of study, the level of education and the educational cluster, as well as the requirements of the local labor market and the trends of the international market. A labor market survey has taken place, but as in all other fields, the labor market is constantly changing. In accordance with market expectations, the theoretical parts of the subjects must be renewed and the practical examples updated.

International exposure is not emphasized enough, which is reflected in the low number of international publications by professors, the low number of foreign language literature sources used by students, and the lack of international relations at the university.

##### Description and Analysis - "Healthcare Economics and Management" Bachelor Program<sup>6</sup>

The BA program basically meets the requirements, this can be established during the self-evaluation report (SER) and the on-site visit. The programme has clear objectives, which reflect what knowledge, skills and competencies the programme provides to the graduate. Programme goals consistent with the university's goals, and future

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<sup>6</sup> Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).



long-term plan. The objectives of the 'Healthcare Economics and Management' programme take into account the peculiarities of the field of study and the educational programme. They know the trends of the local labor market. The aim of the program should reflect the main issues of internationalization of the programme according to the standards. These international efforts need to be developed in the future, as the educational and scientific (research) performance required for internationalization is currently very low among both professors and students. The objectives of the BA programme correspond to the general concept of the description of the field defined by the subject benchmarks. The logical connection between accreditation standards and components can be observed, so there is a connection between them. The content of the program reflects the objective of the program and the nature of the qualification achieved by the learning outcomes.

What was formulated in the part of the self-evaluation report concerning the objectives was supported during the on-site inspection, such as:

- Preparation of competitive specialists with a bachelor's degree in business administration who, along with theoretical knowledge of business management and management, would have the ability to identify and analyze internal and external factors affecting the organization's activities and data, processes and risks.

- The graduated student will be able to accumulate experience in the development and management of projects, researches, operations and strategies.

- The graduate should be able to contribute to the development of society with a sense of social responsibility of the organization and the individual, considering cultural values and ethical norms.

### **Description and Analysis - "Healthcare Management" Master Program<sup>7</sup>**

The MA programme meets the requirements, this can be established during the self-evaluation report (SER). The on-site visit confirmed that the SER-defined objectives are consistent with the reality and that open questions were clarified. The programme has clear objectives, which reflect what knowledge, skills and competencies the MA programme provides to the graduate. Programme goals consistent with the university's goals, and strategic plan. The objectives of the 'Healthcare Management' MA programme take into account the peculiarities of the field of study and the educational programme. They know the trends of the local labor market.

The aim of the programme should reflect the main issues of internationalisation of the programme according to the standards. These international efforts need to be developed in the future, as the educational and scientific (research) performance required for this is currently very low among both professors and students in the area of internationalisation. The proportion of international literature in diploma theses is low, and students do not participate in international competitions or programmes.

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<sup>7</sup> Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

The objectives of the MA programme correspond to the general concept of the description of the field defined by the subject benchmarks.

The content of the programme reflects the objective of the programme and the nature of the qualification achieved of the learning outcomes.

What was formulated in the part of the self-evaluation report concerning the objectives was supported during the on-site inspection, such as:

•To prepare management master's for the healthcare field who will deeply and systematically understand the method and importance of implementing correct management in the field and will be able to meet the demands of the national labor market within the framework of the established competencies. The professional practice and the professional-practical knowledge gained in the classes greatly help the students to achieve this goal.

•To develop the ability to identify the challenges facing the organization and to manage the development of research, projects, operations, and strategies in response to them.

•To provide modern, systematic knowledge to guide the actions of the organization in accordance with social and ethical responsibilities.

#### **Evidences/Indicators**

- Educational programs;
- Self-evaluation report;
- Interviews with the management staff and the Quality assurance units.
- Expert Panel's meetings.

**General recommendations of the cluster:** N/A

**General suggestions of the cluster:** N/A

#### **Recommendations and Suggestions according to the programmes:)**

**Programme 1** (name, level)

**Recommendation(s):** N/A

**Suggestion(s):** N/A

**Programme 2** (name, level)

**Recommendation(s):** N/A

**Suggestion(s):** N/A

#### Evaluation <sup>8</sup>

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Healthcare Economics and Management" Bachelor Program)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Healthcare Management" Master Program)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 3</b> (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 4</b> (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 5</b> (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 6</b> (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 7</b> (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 8</b> (name, level)	<input 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 specificity of the field of study.
- Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

#### Cluster and individual evaluation

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

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<sup>8</sup> Evaluation is performed for each programme separately.

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster 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.

The learning outcomes for the educational programs within the cluster are meticulously aligned with the program goals and the specific characteristics of each field of study. Each program is designed to ensure that students acquire a well-rounded set of knowledge, skills, and a sense of responsibility and autonomy upon completion. The outcomes are structured to be measurable, achievable, and realistic, with clear mappings provided for each program's objectives and expected outcomes. This approach ensures that the learning outcomes directly reflect the aims of the programs, meeting the needs of students and the requirements of the educational and professional sectors. The inclusion of a comprehensive map detailing these objectives and outcomes reinforces the coherence and alignment of the programs with their respective goals.

The Bachelor's and Master's programs comply with their respective qualification levels as outlined in the National Qualifications Framework. The Bachelor's programs align with Level 6, while the Master's programs correspond to Level 7. Each program adheres to the sector-specific benchmarks and qualifications detailed in the Higher Education standards. This alignment guarantees that the programs are not only consistent with the expected levels of academic achievement but also with the broader educational framework. Moreover, the learning outcomes are crafted to match the sectoral benchmarks, ensuring that they meet both national and international standards for higher education and professional preparation. In developing these learning outcomes, significant stakeholder engagement has been a cornerstone. Academic and research staff, students, alumni, and employers were actively involved in the process, contributing to a comprehensive understanding of labor market demands and educational needs. This collaborative approach has resulted in learning outcomes that are relevant to both local and international job markets, facilitating the graduates' progression to further education and professional advancement. The consistency in difficulty, complexity, and content across the programs within the cluster ensures that they provide a coherent and robust educational experience, reflective of the demands and expectations of the field. This systematic and inclusive process underscores the commitment to delivering high-quality, relevant education that meets the evolving needs of students and employers alike. However, as industries evolve, so do the skills required. For instance, the rise of digital technologies necessitates that graduates are proficient in digital tools and data analytics. Updating learning outcomes to include these skills ensures that graduates remain competitive and relevant in the job market, addressing both current and future industry demands. Therefore, integrating specialized skills and competencies relevant to emerging trends in the industry, such as digital transformation or sustainability practices into the programme outcome is deemed the need of the hour. Also, it is important to strengthen the focus on soft skills such as communication, teamwork, and leadership in the learning outcomes. Research shows that soft skills are increasingly valued by employers and are crucial for career success. Including these skills in learning outcomes prepares students not only for technical tasks but also for effective collaboration and leadership roles in their careers.

#### Description and Analysis

Describe, analyse and evaluate the compliance of the educational 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.

#### **Programme 1 - Bachelor's Program of Healthcare Economics and Management - Level 6**

The learning outcomes of the Bachelor's program of Healthcare Economics and Management are well-aligned with the program's objectives and the specific demands of the field. The outcomes comprehensively cover essential aspects of business knowledge and skills, ensuring that graduates are equipped with a deep understanding of fundamental theories, concepts, and the global business environment. For instance, students are expected to grasp the basic theories of business, healthcare management, the impact of modern information technologies, and the diverse economic, legal, and ethical contexts in which healthcare organizations operate. This alignment ensures that students gain the knowledge and skills necessary to navigate and address the complexities of modern healthcare management. Moreover, the program outcomes reflect a focus on developing a sense of responsibility and autonomy. Students are not only required to analyze and evaluate business and healthcare management processes and strategies but also to design and develop research projects, demonstrating their ability to apply learned concepts to real-world situations. This includes evaluating risks associated with management of healthcare organizations and insurance policies, formulating recommendations, and using communication technologies ethically, which fosters a strong sense of professional responsibility and autonomy. The program outcomes also emphasize the importance of teamwork, critical thinking, and self-assessment, further supporting the development of these competencies. The learning outcomes of the program are measurable, achievable and realistic. In terms of qualification and relevance, the program's learning outcomes are consistent with the qualifications for a Bachelor's degree (level 6) and align with the national Qualifications Framework and the Higher Education Subject Benchmark Statement in Business Administration. They are designed to meet labor market demands and provide a solid foundation for students to pursue advanced studies in the Master's program. This alignment with program goals and field-specific requirements underscores the effectiveness of the learning outcomes in preparing graduates for both professional and academic advancement. Program outcomes are consistent with employment demands of programme graduates and enable graduates to continue their education onto the next level of education. Interviews with different stakeholders of the program show strong alignment of the program outcomes with peculiarities of the field of the study and labor market demands. In addition, during the interview revealed high involvement of the students, academic personal, invited lecturers, alumni and employers in the development of the learning outcomes of the program.

## **Programme 2 - Master's Program of Healthcare Management - Level 7**

The learning outcomes of the Master's program of Healthcare Management are effectively aligned with the program's goals and the advanced level of qualifications expected at the Master's level. The outcomes emphasize a systemic approach to problem-solving, enabling students to consider complex issues from multiple perspectives and to evaluate and select the most effective solutions. This holistic view is critical for developing high-level strategic thinking and decision-making skills required in advanced business management roles. The program's learning outcomes also focus on advanced competencies such as developing and interpreting performance indicators, documenting results, and communicating with stakeholders. These skills are essential for effective management and performance evaluation in a healthcare management and business context. Furthermore, the outcomes reflect an understanding of global market trends, regulatory environments, and technological innovations, equipping students to identify and seize new opportunities in healthcare management. In addition to strategic and analytical skills, the program emphasizes the development of strategies, implementation policies, and continuous improvement practices in healthcare management. Students are trained to conduct rigorous quantitative and qualitative research, adhering to academic standards, and to present their findings to the professional community. The program outcomes are well measurable, achievable and realistic. The outcomes are consistent with the qualifications for a Master's degree (level 7) and align with the National Qualifications Framework and the Higher Education Subject Benchmark Statement in Business Administration. They also address labor market needs and provide a foundation for further academic pursuits, such as doctoral studies, demonstrating a well-rounded approach to advanced education in healthcare management. Interviews with stakeholders shows involvement of the different groups in development of the program outcomes.

## **Evidences/Indicators**

- Self Evaluation Report
- Programs' Description
- Appendices of the programs
- Interview with stakeholders

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Program of Healthcare Economics and Management - Level 6)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Master's Program of Healthcare Management - Level 7)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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 assessment process 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.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster 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.

Geomedi University has established a comprehensive and systematic framework for evaluating the learning outcomes of its educational programs, detailed in their “Internal and external mechanisms for quality teaching assessment” document. This framework ensures that the evaluation mechanism aligns with both national and international standards and is effectively integrated into the program’s lifecycle.

The university’s evaluation process begins with the formation of learning outcomes, which are meticulously planned to incorporate best practices, market demands, and approaches from other higher education institutions. This process is closely aligned with the university’s mission and strategic development goals, ensuring a direct link between the learning outcomes and the broader objectives of the institution. The outcomes are defined through three core competencies: Knowledge and understanding, Skill, and Responsibility and Autonomy. This alignment guarantees that the learning outcomes reflect the complexity of the program level and adhere to the descriptors of the National Qualifications Framework.

During implementation, the university monitors the program’s progress by analyzing student performance, academic staff success, and stakeholder involvement. The curriculum is continually assessed to ensure it provides the necessary opportunities for students to achieve the learning outcomes. A curriculum map is employed, showing the alignment between learning outcomes and mandatory courses. This ensures that the program content supports the desired outcomes and adapts to any emerging changes in the field.

The evaluation of learning outcomes involves both direct and indirect assessment methods. Direct methods include examination results, which are broken down into components like midterm exams and final assessments to match relevant learning outcomes. Portfolios, practice assessments, and thesis defenses also contribute to direct evidence of student achievement. For instance, examination results are analyzed to measure the extent to which students have met specific learning outcomes, with detailed attention to each component’s contribution to the overall result. Additionally, portfolios and practical assignments provide direct evidence of skills and knowledge acquisition. Indirect methods such as employment rates, employer surveys, and student self-assessments offer supplementary insights. According to the interviews with alumni and employers revealed the concerns about gaps in practical skills and knowledge, prompting further investigation and adjustments to the program. Therefore, increase the frequency and depth of feedback from alumni regarding their post-graduation experiences and how well the program prepared them for their careers. Alumni feedback is valuable for assessing the long-term impact of the program. Enhanced alumni feedback provides deeper insights into the effectiveness of the program’s learning outcomes and can guide more targeted improvements. Strengthen the integration of

employer surveys into the evaluation mechanism to gain more detailed feedback on graduates' job performance and skill gaps. Employer surveys can highlight specific areas where graduates excel or need improvement. Detailed employer feedback helps ensure that the program remains aligned with industry expectations and prepares graduates effectively for their roles. It is also good to introduce a peer review system for evaluating the effectiveness of learning outcome assessments and the overall evaluation process. Peer review can provide objective insights and improve the reliability of evaluation practices. Peer reviews add an additional layer of scrutiny, helping to ensure the accuracy and effectiveness of the evaluation mechanism and promoting continuous improvement.

To address identified issues, the university engages in adaptive measures, including revising course content, adjusting teaching methods, or updating educational resources. This approach is guided by the results of evaluation analyses, which are reviewed to ensure they meet the target benchmarks set for each learning outcome. Documentation related to these evaluations, including reports on changes and meeting minutes, is meticulously maintained to ensure transparency and accountability.

Stakeholder engagement is a crucial aspect of the evaluation process. External stakeholders, including employers and alumni, are actively involved in assessing learning outcomes through feedback and surveys. Academic and visiting staff receive ongoing support and training to enhance their skills in evaluating learning outcomes, contributing to the program's effectiveness. The university provides detailed information on evaluation results to stakeholders, ensuring that the process is transparent and inclusive.

Geomedi University's evaluation mechanism is well-aligned with the criteria for assessing program learning outcomes. The framework ensures that learning outcomes are defined, analyzed, and measured effectively through both direct and indirect methods. The involvement of external stakeholders, the use of benchmarks, and the commitment to continuous improvement underscore the university's dedication to maintaining high standards and meeting the needs of the labor market. The program's adaptability and responsiveness to evaluation results reflect a robust approach to achieving and exceeding educational goals.

#### **Evidences/Indicators**

- Programs' Description
- Self Evaluation Report
- Analysis of the results of internal and external assessment of quality assurance office
- Internal and external mechanisms for quality teaching assessment
- Quality assurance policy
- The methodology of Data Assessment analysis
- Interview with stakeholders

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)



**Recommendations and Suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Bachelor's Program of Healthcare Economics and Management - Level 6)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Master's Program of Healthcare Management - Level 7)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

## Cluster and individual evaluation

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster 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.

HEI has established procedures for the development, revision, and termination of educational programs, which were approved by the Academic Board of The Teaching University Geomedi LLC Protocol №10, 05.10.2022. In accordance with these procedures, two programs have been developed:

Bachelor's Program of Healthcare Economics and Management, and Master's Program of Healthcare Management

Both educational programs presented by the higher education institution (HEI) are distinguished by their content, scope, and level of complexity, which are appropriate for their respective educational levels. Moreover, the programs have been developed in full compliance with the requirements of Georgian legislation and in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS).

The alignment between the learning outcomes of the educational programs and the training courses is depicted in a learning outcomes map. This map illustrates the core areas of study within the courses and their relationship to the program's learning outcomes. Overall, the alignment between the learning outcomes and the courses of study is logically coherent.

The internationalization of the educational program is demonstrated by several key parameters: English-language literature is actively integrated into the educational process. Additionally, the program provides opportunities for both academic staff and students to participate in international exchange programs.

## **Description and Analysis**

### **Programme 1 - Bachelor's Program of Healthcare Economics and Management - Level 6**

Bachelor's Program of Healthcare Economics and Management is a 240-credit program that confers the qualification of Bachelor of Business Administration. The core courses in the major consist of 213 credits, which include fundamental courses in key areas of business (171 credits) and general core courses (42 credits). The program begins with an introduction to the basics of business and progressively deepens and reinforces various aspects of the field.

The program provides comprehensive coverage in management through the following courses: Fundamentals of Management, Startup Management and Entrepreneurship, Healthcare Management, Management of Healthcare Systems, Logistics and Supply Chain Management, Innovation Management, Operations and Quality Management, Organization Behavior and Leadership, Management of Clinics, Human Resource Management, Healthcare Governmental Politics and Regulations, Business Ethics and Social Responsibilities. Marketing is introduced and expanded through courses such as Fundamentals of Marketing and Consumer Behavior. The finance component is reinforced through courses including Financial Accounting, Financial Management, Risk Management, Insurance, Investment Management.

Additionally, the program offers courses in Micro and Macro Economics, Healthcare Economics, Fundamental of Statistics, and Statistics for Business and Economics. In the final semester, students can participate in a Business Administration internship, which is worth 14 credits. In the last semester, students also should write bachelor's thesis (16 credits).

The university's mandatory courses amount to 42 credits, which include Modern Information Technologies, Calculus and Academic Writing. Elective courses within the major comprise 11 credits, spread across 4 course offerings. Furthermore, within the compulsory component students are required to take foreign language. Students also have 16 credits available for elective courses. These electives allow students to select courses from

the university's undergraduate programs, in accordance with the relevant prerequisites, enabling them to broaden their knowledge in areas of personal or professional interest."

In the provided documentation the document with title "Learning Plan and Curriculum" one of the Excel worksheets shows distribution of the credits per semester. However instead of 8 semesters it presents just 4 semesters, and this is the distribution of credits per each year not semester. Will be more visually clear to have distribution of credits per semester instead of annual one.

The learning outcome map shows introductory and expansion level for all courses (without reinforcement) except the last two outcomes of the program, where indicated mostly reinforcement level for all courses. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level.

### **Programme 2 - Master's Program of Healthcare Management - Level 7**

The Master's Program of Healthcare Management is a 120-credit program that leads to the qualification of Master of Business Administration. The core courses in the major field amount to 111 credits, covering key areas of business, including: Marketing Management, Scientific Research Methods, Contemporary Models of Management, Management of Human Capital, Strategic Management, Global Healthcare, Leadership, Data wrangling and analysis (SPSS), Financial Management of Healthcare Objects, Healthcare Information Systems, Hospital Management, Business Communications, Risks and Health Insurance, Project Management, Reforms and Politics of Healthcare Systems, Internship (4 credits), and Master's Thesis (26 credits).

The program begins with foundational business concepts and gradually deepens and reinforces key areas in management, marketing, finance, and Healthcare Management through relevant courses.

Elective courses within the major field comprise 9 credits, allowing students to choose from 4 different offerings.

The university also operates a Computer Lab, which enables students to have computer-based classes in different courses.

However the learning outcome map should be adjusted to show the real situation of how courses are reaching program outcomes with gradual increase of level: at the beginning should be introductory level, then expansion, and finally reinforcement levels.

### **Evidences/Indicators**

- Programs' Description
- Self Evaluation Report
- Appendices of the Programs
- Interview with stakeholders

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestion of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1** (Bachelor's Program of Healthcare Economics and Management - Level 6)

**Recommendation(s):**

**Suggestion(s):**

- In the provided documentation the document with title "Learning Plan and Curriculum" one of the Excel worksheets shows distribution of the credits per semester. However instead of 8 semesters it presents just 4 semesters, and this is the distribution of credits per each year not semester. Will be more visually clear to have distribution of credits per semester instead of annual one.
- The learning outcome map shows introductory and expansion level for all courses (without reinforcement) except the last two outcomes of the program, where indicated mostly reinforcement level for all courses. However, for proper structure of the program the map should indicate the courses at the beginning of the program with introductory level, then core of the program should reach outcomes with expansion level, and finally some "closure" courses should be indicated reaching outcomes with reinforcement level.

**Programme 2** (Master's Program of Healthcare Management - Level 7)

**Recommendation(s):**

**Suggestion(s):**

- The learning outcome map should be adjusted to show the real situation of how courses are reaching program outcomes with gradual increase of level: at the beginning should be introductory level, then expansion, and finally reinforcement levels.

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**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Bachelor's Program of Healthcare Economics and Management - Level 6)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Master's Program of Healthcare Management - Level 7)	x	<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.
- 

#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Overall, the learning outcomes of academic courses are aligned with the program's objectives, and each course's content mostly matches its intended learning goals. The content of each course mostly corresponds to the learning outcomes of the courses. The credits assigned to each course reflect its content and outcomes, though the student workload can be considerable. The ratio between contact and independent hours of the courses is adequate and considers peculiarity of the courses. The number of contacts hours correspond to the content and learning outcomes of the course. In some courses which are mentioned below should be adjusted learning outcomes. The study materials indicated in the most syllabuses ensure the achievement of the learning outcome of the program, but in some courses, literature should be updated.

Course syllabi are created according to standardized university guidelines and offer detailed information on the course's status, format, goals, outcomes, content, and both required and supplementary reading materials.

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster 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.

#### **Description and Analysis**

##### **Programme 1 - Bachelor's Program of Healthcare Economics and Management - Level 6**

The Bachelor's Program of Healthcare Economics and Management comprises compulsory and optional courses within the specialty, university-required courses, and university-elective courses. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course, based on its specifics, ranges from 3 to 6 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that mostly supports the learning outcomes of the course.

However, some courses are with outdated literature (e.g. Principles of the Microeconomics, Principles of the Macroeconomics, Financial Management).

In addition, Financial Management of Bachelor's program and Financial management of healthcare objects from Master's program uses the same literature (Fundamentals of Financial Management, Horne, Wachowicz, 2008 ed. Georgian translations) which create questions about differences between Bachelor's and Master's levels of education.

## Programme 2 - Master's Program of Healthcare Management - Level 7

Overall, the educational results of the academic courses listed in the curriculum are aligned with the program's learning goals, and the content of most of the courses matches its intended learning outcomes. Practical exercises included in the courses help students apply theoretical knowledge in real-world scenarios. This hands-on experience deepens their understanding of complex concepts and reinforces learning by bridging the gap between theory and practice. Students are provided with relevant study materials, but it is necessary to update literature in the following study courses: Financial management of healthcare objects, Human capital management, Marketing Management, Corporate Management, Business Communications. One of the courses also contains Russian book as additional literature: Капелюшников Р.И. Теория человеческого капитала. (Russian language is not demanded as a prerequisite of the program and some students won't be able to read Russian books.)

Financial management of healthcare objects should be renamed to Financial Management – it doesn't contain financial management related to healthcare.

Leadership syllabus outcomes should be adjusted. Based on the textbooks and detailed topics in the lecture's schedule can be concluded that this course is just leadership without healthcare emphasis. Therefore, from all outcomes the word "healthcare" should be removed.

### Evidences/Indicators

- Programs' Description
- Programs' Appendices
- Syllabi
- Interview with stakeholders

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

### Programme 1 (Bachelor's Program of Healthcare Economics and Management - Level 6)

#### Recommendation(s):

- Some courses are with outdated literature (e.g. Principles of the Microeconomics, Principles of the Macroeconomics, Financial Management). Literature should be updated to new editions.
- Financial Management of Bachelor's program and Financial management of healthcare objects from Master's program uses the same literature (Fundamentals of Financial Management, Horne,

Wachowicz, 2008 ed. Georgian translations) which create questions about differences between Bachelor's and Master's levels of education. Recommended to use different textbooks which will coincide with the levels (master and bachelor) of educational programs.

**Suggestion(s):**

**Programme 2** (Master's Program of Healthcare Management - Level 7)

**Recommendation(s):**

- Literature for the following study courses should be updated: Financial management of healthcare objects, Human capital management, Marketing Management, Corporate Management, Business Communications.
- The course "Financial management of healthcare objects" should be renamed to Financial Management – it doesn't contain financial management related to healthcare.

**Suggestion(s):**

.....

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Program of Healthcare Economics and Management - Level 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Master's Program of Healthcare Management - Level 7)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor's Program of Healthcare Economics and Management - Level 6)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Master's Program of Healthcare Management - Level 7)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## 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 engagement 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.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the submitted documentation the admission requirements for the Bachelor's program in "Healthcare Economics and Management" and the Master's program in "Healthcare Management" comply with the regulations set by the law governing higher education institutions in Georgia. These criteria are clear and publicly accessible, allowing students with the necessary knowledge and qualifications to enroll in the respective programs.

The current low enrollment numbers in the recent years, represent a significant challenge to the sustainability of these academic programs (in recent three years less than 10 students on BA program, and less than 3 on MA program). Although for 2024-2025 academic year the number of freshman students on BA program was 13 and MA program 4, such low student intake can lead to a range of issues, including inefficient use of university resources, difficulty in maintaining faculty engagement, and financial strain on the institution. Furthermore, a small student body limits peer interaction, reduces diversity in academic discussions, and diminishes the overall learning experience, which can further deter prospective students from enrolling in the future. To ensure the sustainability of the programs, it is recommended for the university to adopt a proactive and comprehensive strategic plan aimed at increasing student enrollment.

#### Bachelor's Program in Healthcare Economics and Management:

The SER describes, as well as the additional documents state the applicants must submit a National School Leaving Certificate or its equivalent and their Unified National Examination results. If there are applicants who can be enrolled without unified national examination, those cases are regulated by Law on Higher Education of



Georgia, therefore they must meet the specified conditions. For international applicants, the admission process is governed by the Ministry of Education and Science of Georgia.

#### **Master's Program in "Healthcare Management":**

According to the program description in order to qualify for the Master's program, applicants must hold a Bachelor's degree or equivalent, pass the Unified Master's Examinations, specialty exams set by the university, and an English language test (minimum B2 level). If candidates present an English B2 certificate, they can be exempted from the English language exam. During the site visit the expert panel met students, however there was only one from the MA program. He confirmed to have gone through these steps and demonstrated English language proficiency as well. The number of the students in the given study program is extremely low, last year there was only one, who confirmed that all the classes were conducted even if there was one student

#### **Evidences/Indicators**

- Self evaluation report
- BA and MA programs;
- The rule regulating the academic process
- Interviews during the site-visit
- University web-page

#### **General recommendations of the cluster:**

- **It is recommended the university adopts a proactive and comprehensive strategic plan aimed at increasing student enrollment to ensure the sustainability of the programs.**

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Bachelor's Program of Healthcare Economics and Management - Level 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Master's Program of Healthcare Management - Level 7)	<input type="checkbox"/>	X	<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.

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

It is confirmed by the presented documentation and the on-site interview that the Bachelor's program in "Healthcare Economics and Management" and the Master's program in "Healthcare Management" have various mechanisms for the development of students' practical skills.

The curriculum includes practical assignments (quizzes, tests), teamwork and consultation (individual meeting with the teacher regarding unclear, clarifying issues). The program also offers students the opportunity to complete an internship as a mandatory educational component. The university helps students find an internship.

To develop research skills, the program includes a Bachelor's thesis as a core component, which is worth 16 credits. However, to promote students' practical, analytical, problem-solving, communication, and especially research skills, the program's mandatory components also include courses such as Academic Writing, Business ethics and social responsibility, and the Bachelor's thesis, which ensures the development of research skills.

To develop practical and research skills, the university encourages and supports students' participation in projects and student conferences, as well as provides them with individual consultation (mentoring) related to individual subjects.

#### Evidences/Indicators

- Educational programs (BA & MA);
- Self-evaluation report;
- Interviews with the management staff, teachers, students and the Quality assurance units.

- Syllabus

#### General recommendations of the cluster:

- The university should provide more opportunities for students to participate in international and local conferences to develop their transferable skills, especially international exposure, where development is needed.

General suggestions of the cluster: N/A

#### Recommendations and suggestions according to the programmes:

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

#### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Healthcare Economics and Management" Bachelor Program)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Healthcare Management" Master Program)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### 2.3. Teaching and Learning Methods

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

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The provided documentation and the on-site interviews indicate that the implementation of the educational components outlined by the program is carried out using the following teaching/learning methods:

- Verbal presentation of material - oral presentation of theoretical material, discussion on specific issues, which can be carried out in the form of a narrative or in the form of answers to questions.
- Quiz - given in the form of practical tasks that can be completed in written and computer form.
- Practical work - performing exercises within the framework of the material that has been passed, which helps to understand the passed material in correlation with the current material and to implement it in practice.
- Test - a written work, compiled in the form of issues or questions on a specific topic;
- Method of working on the book - processing of the specified literature.
- Method of written work - doing homework using IT technologies to perform practical tasks (in the ORIS program at the Accounting subject) on the example of virtual enterprises;
- Consultation - individual meeting with the teacher regarding unclear, clarifying issues

In order to effectively implement student-centered teaching and learning, it is necessary for students to have more practical experience; to have a portion of their educational practice organized by the university. This is crucial because it was found during interviews that most students do not even utilize international databases, literature. A close professional and research relationship between the teacher and the student. The teachers help the students in the preparation of the thesis, provide optional research topics, interview templates, prepare a time plan, and provide the opportunity to use software.

#### Evidences/Indicators

- Educational programs (BA & MA);
- Self-evaluation report;
- Interviews with the management staff, teachers, students and the Quality assurance units.
- Syllabus

#### General recommendations of the cluster:

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Healthcare Economics and Management" Bachelor Program)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Healthcare Management" Master Program)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.4. Student Evaluation

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

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In evaluating the knowledge of the students of the bachelor's degree in healthcare management and economics, as well as the master's degree in healthcare management, the educational university "Geomedi" is guided by the European Credit Transfer and Accumulation (ECTS) system; With the evaluation system defined by the Law of Georgia "On Higher Education" and the Order of the Minister of Education and Science of Georgia dated January 5, 2007 N3 "Rules for calculating credits of higher education programs", which implies:

Five types of positive evaluation:

(A) EXCELLENT – 91-100 points;

(B) VERY GOOD – 81-90 points;

(C) GOOD – 71-80 points;

(D) SATISFACTORY – 61-70 points;

(E) SUFFICIENT – 51-60 points.

Two types of negative evaluation:

(FX) failed – 41-50 points, which means that the student needs more work to pass and is allowed to take one additional exam with independent work.

(F) Failed – 40 points or less, which means that the work done by the student is not enough and he has to study the subject again.

The student's semester grade is determined by the sum of the midterm grades and the final exam scores and is 100 points.

The summative evaluation includes two constituent elements - intermediate and final evaluations . Mid-term assessment is divided into the following components: mid-term exam, workshop/practical activity, presentation, quiz, situational tasks, essay, etc.

There is no minimum competency limit for the intermediate exam. And the prerequisite for admission to the final exam is at least 50% of the intermediate assessment. The minimum competence threshold for passing the final exam is 50%+1, if it is less than that, the final exam grade is zero and if the student's score is between 41-50 points, he is allowed to pass the final exam, and if the student's score is less than 41, he is obliged to take the subject to pass again. If the student's intermediate grade is equal to or higher than 51 points, the student is still obliged to take the final exam and overcome the relevant competence threshold.

As for the evaluation of the master's thesis, the evaluation system looks like this:

a) summa cum laude – excellent work (91-100 points);

b) very good (magna cum laude) – a result that exceeds the requirements in every way (81-90 points);

c) good (cum laude) – result that exceeds the requirements (71-80 points);

d) average (bene) – a result that meets the requirements in every way (61-70 points);

e) satisfactory (rite) - the result, which, despite the shortcomings, still meets the requirements (51-60 points);

f) unsatisfactory (insufficenter) – a result that does not meet the requirements due to significant deficiencies (41-50 points);

g) completely unsatisfactory (sub omni canone) – a result that does not fully meet the requirements (0-40 points).

The criteria for evaluating the master's thesis are as follows: the structure of the thesis - 5 points; Compatibility of set goals and research methods - 15 points; variety and validity of used sources - 10 points; citation technique - 5 points; Presentation technique and technology - 5 points; relevance and presentation of the topic - 15 points; ability to reason and critical analysis - 15 points; conclusions and recommendations - 10 points; Research planning and implementation - 15 points; Compliance with the regulations - 5 points.

In the criteria for the 15-point evaluation of the master's thesis, there is usually no criterion specifically allocated for the maximum score. We think that as a minimum 0 point is assigned to a student in a specific component, with the same logic, the maximum point criterion should be written unambiguously and unambiguously. Scores between the minimum and maximum ratings allow for manipulation and can be left as they are. In addition to the master's thesis, the mentioned problem is more or less found in the syllabuses of the training courses at both the undergraduate and graduate levels. Accordingly, there is a need to revise the syllabi and replace the existing approach with our proposed method.

Information about the activities, evaluation components, criteria and methods provided by the subject syllabus is known to the students in advance. During the visit, in the relevant sessions, it was established that everything is in order in terms of transparency of evaluation. As mentioned, appropriate assessment is always accompanied by a reflection on why the student received a particular score.

There is an appeal mechanism in the university, which allows the interested person to appeal the assessment received in the examination tasks of the training courses or in the qualification papers. The appeals process may involve review and decision-making by another assessor/assessors, however, as it became clear during the visit, such a precedent has not yet been observed.

During the visit, the information was also confirmed that the midterm and final exams consist of test assignments, which the student does in a specially designated space - the exam center, at the computer. And after the test is over, he can take a few minutes to review his answers and see where he made a mistake. It is clear to us that students develop transfer and analytical skills in midterm activities through various tasks, however, we think that it should be possible to demonstrate these skills in midterm and final exams, which implies the formulation of exam tasks in such a way that the student, in addition to test tasks, has the opportunity to demonstrate problem solving and the ability of analytical thinking, to be able to respond in writing to the so-called Open questions that will be relevant within the framework of a specific training course.

The HEI 's academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms are used in student assessment . For this purpose, the university has purchased a plagiarism detection program - Copyleaks.

### Evidences/Indicators

- Instructions for execution, presentation and evaluation of master's thesis
- Syllabus of training courses
- Evaluation methods and criteria outlined in the attached syllabi of the educational program
- Electronic student evaluation system/portal
- Content and structure of the educational program
- Protected master's theses
- Procedure for appeal of assessment results
- Plagiarism prevention, detection and response mechanism
- University website
- Results of the interview

#### General recommendations of the cluster:

- It is recommended to develop a separate criterion for the maximum score in individual components of the evaluation;
- It is recommended that the tasks of the midterm and final exams be composed in such a way that it is aimed at the development of students' transfer and analytical skills.

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1** (name, level)

**Recommendation(s):**



**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Healthcare Economics and Management (BA))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Healthcare Management (MA))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<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 engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding 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.

Cluster and individual evaluation

## **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

"Geomedi" students actively receive information in various necessary directions: planning the educational process, improving academic achievements, proper employment counseling and career development support. The staff of the institution, including the persons involved in the program and/or the structural units of the institution, ensure the provision of appropriate information to students about the counseling available in the HEI. During the visit, the mentioned information was confirmed, therefore, it can be said that the information provision of students is in order.

There are several effective ways and channels to inform students, including interpersonal and electronic/online. Since the spring of 2019, a student service center has been operating at the university, which is also involved in providing full-fledged information to students, together with relevant structural units, about employment support and career development, about university, local and international projects and events, about extracurricular (sports, art, cognitive) planned activities.

In the counseling part, special mobilization is in the first week of the beginning of studies. Students of different educational levels of the university receive information about various issues immediately after enrolling in the university. It involves not only academic staff, but also all important links of university services. These meetings involve providing the student with the most comprehensive and complete information about university services and various procedures.

At the very first lecture, students receive the necessary information regarding the study courses themselves. As mentioned, the professor-teacher of the relevant subject provides the students with information regarding the activities provided by the syllabus and evaluation criteria at the very first lecture.

For both programs presented on the "Geomedi" cluster, there is such an important feedback mechanism as surveys. Part of it is conducted on a semester basis, and part of it is carried out annually. In this direction, the diversity of survey forms and addressees is noteworthy, as it is filled by: students, graduates, professors, employers, etc. One part of the questionnaire examines the degree of students' satisfaction in the following areas: with training courses, lecturers, infrastructure, etc. Student surveys are anonymous, each semester; In addition, as it became clear during the visit, the professors themselves conduct surveys on how satisfied the students were with the past semester, as well as what they would like to improve.

As for informing students about career development, the academic and administrative staff of the educational institution provide counseling to students regarding employment and internships, while students are actively informed about vacancies.

Regarding international mobility/exchange programs, although during the visit, there were fewer students with similar experiences in the sessions, they confirmed that they are informed about various local and international projects and events, however, in terms of involvement, they indicated that they do not participate for personal reasons. . We believe that the efforts of the university should be directed in this direction in order to further increase the involvement of students in international projects.

It is also important to increase the involvement of students in interregional or local scientific conferences. As mentioned during the visit, the university holds a scientific conference twice a year, in which the students of "Geomedi" take part, although the participation of the students of the programs presented in the cluster is minimal. It is important to pay attention in this direction as well.

Various events, trainings, workshops are organized in the university. Based on the additionally requested and provided documents, it can be said that more attention should be paid in this direction as well. The trainings conducted in the period before the 2024 accreditation visit were related to the following topics: 1) Webinar: Search for scientific medical information in full-text electronic journals and books, available at TEACHING UNIVERSITY GEOMEDI; 2) Webinar: How to navigate in Scopus titles; 3) New user interface of the EBSCOhost platform. All you need to know about access and usage of scientific medical electronic resources on the updated platform; 4) Library services and their use. Ways of using international scientific bases.

#### **Evidences/Indicators**

- Conducted trainings
- Planned and implemented consulting services
- Documents/information on student involvement in local and international activities
- Regulations of the Student Relations Office
- University website
- Results of the interview

#### **General recommendations of the clust**

- It is recommended to activate international mobility in the direction of semester exchange programs and short-term international projects.

#### **General suggestions of the cluster:**

- It is suggested to plan and implement more useful trainings/workshops/events on issues relevant to the presented educational programs;
- It is suggested to plan and implement more activities in the direction of career development of students.

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1** (name, level)

**Recommendation(s):**

**Suggestion(s):**

**Programme 2** (name, level)

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Healthcare Economics and Management (BA))</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Healthcare Management (MA))</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3.2. Master's and Doctoral Student Supervision

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

### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The master's degree program in healthcare management has a qualified supervisor, whose competence is proven by education relevant to the field, scientific works and corresponds to the requirements of the degree, as well as to the specifics of the program and the best international practices.

As it was mentioned during the visit, the supervisor properly supports the master's students for the implementation of the scientific-research component. Only positive messages were heard in this direction.

As it was confirmed during the visit, the supervisor helps the master's student in choosing a topic, drawing up a plan and processing a bibliography. Periodically checks the progress of work on the topic, makes comments and provides appropriate consultation. After finishing the work, he prepares a written conclusion.

The head of the topic can supervise no more than three master's students with an active status at the same time, therefore, the methodology for determining the ratio of the thesis supervisor and masters ensures effective guidance.

As noted, professors are willing to mentor interested graduate students, subject to limitations. On the other hand, students have freedom in the process of choosing both the topic and the supervisor. The supervisor is actively involved in the work process at all stages of the work.

After the supervisor and the master's student agree on common visions, consultation hours are set, during which the supervisor helps the student in organizing the thesis: from the table of contents to the conclusion. The frequency of consultations depends on the specifics of the topic, but the meetings are regular and continuous.

In addition to the supervisor, if necessary, a co-supervisor provides assistance to the master's student. As mentioned, if the topic is multidisciplinary, in this case, a co-leader is also appointed, although the university has not had similar experience in the educational programs presented.

For the master's program - healthcare management - presented in the "Geomedi" business cluster of the educational university, regulatory documents for the head and co-head of the master's student, appointment, replacement, powers and leadership/co-leadership process have been developed.

As for the rules and criteria of the thesis, in addition to the fact that the supervisor informs his master's student of the relevant material, the documentation is also available on the university's website.

To ensure academic integrity, the university operates an anti-plagiarism program - CopyLeaks, in which the master's student is obliged to upload the work before defense.

As a result of the study of qualification theses requested during the visit, we determined that special attention should be paid to the review of literature, which is important for determining scientific novelty, when evaluating master's theses. In addition, the methodological part should be strengthened in the papers, so that it does not resemble only the representation of methods - we believe that in such a popular scientific paper as a master's thesis, the research methods and the perspectives of its use should be explained in detail, so that the given component becomes understandable to a representative of another field. The variety of sources and the involvement of foreign sources are also important for master's theses - we think that more efforts should be made in this direction as well.

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 1 (name, level)<sup>9</sup></b>	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	N/A
Ratio - supervisors of doctoral theses/doctoral students	

#### **Evidences/Indicators**

- The form of the agreement of the supervisor/co-supervisor of master's and doctoral students and/or the document defining the appointment, replacement and powers of the supervisor
- Methodology for determining the number of supervisors in the master's program
- Ratio of supervisors and active status graduate students
- Instructions for execution, submission and evaluation of master's thesis
- Mechanisms for evaluating the quality of the supervisor's/co-supervisor's activities and evaluation results

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<sup>9</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

- Public information of supervisors' research interests and publications
- about
- University website
- Results of the interview.

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes

**Programme 1 (Healthcare Management, MA)**

**Recommendation(s):**

- It is recommended to pay more attention to the methodological part, literature review and diversity of sources in master theses.

**Suggestion(s):**

**Programme 2 (name, level)**

**Recommendation(s):**

**Suggestion(s):**

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**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Healthcare Management (MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Healthcare Economics and Management (BA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 Healthcare Management (MA)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the 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 with relevant competence.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The qualifications and hourly workload of the academic and visiting staff involved in the program implementation are crucial for achieving the intended study outcomes.

The program heads and Co-head (who was previously had of the program) possess the necessary expertise to lead the program and actively contribute to its design, development, and implementation of planned events. They have the relevant knowledge and experience in the academic field and are directly engaged in program implementation and student consultation.



The credentials of academic and invited staff are well recorded, supported by documents such as diplomas, certificates, theses, publications, and practical experience. Hiring adheres to Geomedi University Personnel Selection Rules, guaranteeing that each role aligns with specific job descriptions. Some university members also work at other universities, but the Family-based approach is one of the main advantages that attracts them to long-term university employment.

The program ensures that students are supported by a sufficient number of competent administrative and assisting staff who are readily available to provide qualified guidance within their expertise. The program also fosters a student-centered, friendly, and supportive atmosphere. The evidence for this was demonstrated through interviews with both current students and alumni.

During the interviews, students expressed that the administrative staff are not only helpful but also provide strong support for addressing their complaints and concerns. In response to the students' feedback, several positive changes were implemented to enhance their experience. Additionally, students have the opportunity to meet with the rector whenever necessary, ensuring their voices are heard .

#### **Description and Analysis - Programme 1 (Healthcare Economics and Management (BA))<sup>10)</sup>**

; The individuals carrying out the program are involved in it following the laws and internal policies of the higher education institution, and their qualifications meet the required standards and responsibilities. The quantity, distribution of workload, and turnover of academic/scientific staff associated with the program ensure the educational process can be maintained sustainably while allowing them to fulfill their research, creative, performance tasks, and additional responsibilities effectively. The quantitative metrics concerning the personnel guarantee the program's sustainability.

Program Head possesses the essential knowledge and expertise necessary for the program's development at its respective level. The Program Head actively participates in the evaluation and advancement of the program, its implementation, student support, and various activities organized within the program. Students enrolled in the program receive sufficient assistance from administrative and support staff with suitable qualifications.

#### **Programme 1 (Healthcare Economics and Management (BA))<sup>11)</sup>**

<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>12)</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>13)</sup></b>	<b>Among them, the affiliated academic staff</b>

<sup>10)</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>11)</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>12)</sup> Staff implementing the relevant components of the main field of study

<sup>13)</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

<b>Total number of academic staff</b>	20		11	11
- Professor	5		5	5
- Associate Professor	6		6	6
- Assistant-Professor				
- Assistant				
<b>Invited Staff</b>	9		5	–
<b>Scientific Staff</b>				–

#### Evidences/Indicators

- Self evaluation Report
- Site visit
- Interview with staff
- Hourly load plan
- Regulation of the Faculty of Health Care Economics and Management
- The Methodology for Student and Personnel Contingent Planning

**General recommendations of the cluster: )**

**General suggestions of the cluster:**

#### **Recommendations and suggestions according to the programmes:**

##### **Programme 1 (Healthcare Economics and Management (BA))**

**Recommendation(s):**

**Suggestion(s):**

##### **Programme 2 (Healthcare Management (MA))**

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.2 Qualification of Supervisors of Master's and Doctoral Students

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.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational

#### Programmes Grouped in a Cluster with the Requirements of the Standard Component

Master's students are assigned qualified supervisors, whose expertise is assessed based on their education in the relevant field, research publications, and alignment with the educational level's requirements, as well as the

program's specificity and the best international practices. The supervisor of the master's thesis may be an academic or an invited staff member of the university with appropriate qualifications in the field.

According to the information presented in the documents and validated during the interviews, the process of selecting a supervisor for research projects may place special emphasis on their scientific expertise and practical experiences. Additionally, the decision-making may take into account the importance and past achievements of previous research initiatives that the supervisor has overseen. This prioritization is likely to vary based on the unique requirements and focus of the research topic at hand.

The staff members who have been invited to participate include T. K. a distinguished academic with a PhD degree. She has a wealth of experience in higher education and have been actively engaged in her professional journey at Geomedi University since 2016, contributing to the academic environment and collaborating with colleagues. Alongside her, they have esteemed Professor G. A. , known for his expertise and commitment to excellence in his field. Additionally, A. T. , another valuable member of Geomedi team, has also taken on the role of supervisor, contributing his insights and knowledge to support students' academic endeavors.

In 2022, K. J. served as a supervisor for a thesis focused on the efficiency of funding in healthcare management. Her role involved guiding the research and ensuring that the analysis provided valuable insights into optimizing financial resources within the healthcare sector. From 2019 to 2021, she served as the Dean of the Faculty of Economics and Management at Geomedi University. In addition, she has been an affiliated professor since 2018, contributing her expertise and knowledge to the academic community.

<b>Programme 1 (Healthcare Management, MA))<sup>14</sup></b>			
<b>Number of supervisors of Master's/Doctoral theses</b>	<b>These supervisors</b>	<b>Including the supervisors holding PhD degree in the sectoral direction<sup>15</sup></b>	<b>Among them, the affiliated academic staff</b>
<b>Number of supervisors of Master's/Doctoral theses</b>	4	4	2
- Professor	1	1	1
- Associate Professor	1	1	1
- Assistant-Professor			
<b>Invited Staff</b>	2	2	–
<b>Scientific Staff</b>			–

#### **Description and Analysis - Programme 1 (Healthcare Economics and Management (BA))**

<sup>14</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>15</sup> Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

### Evidences/Indicators

- Self-evaluation report
- Site visit
- Interview with staff
- Completion, presentation, and evaluation of the master's thesis Instruction
- 

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

Programme 1 (Healthcare Management, MA)

Recommendation(s):

Suggestion(s):

Programme 2 ()

Recommendation(s):

Suggestion(s):

.....

### Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1(Healthcare Management, MA)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<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.
- 

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Assessments of academic and invited staff involve input from students, program heads, Examination Center staff, and educational process managers. These assessments encompass staff collaboration, course administration, teaching approaches, and general satisfaction. The university's electronic platforms are utilized by the Quality Assurance Service to analyze the results.

The outcomes are condensed for the evaluation of academic and invited staff by the faculty, and documentation is provided during visits. The University carries out yearly surveys to evaluate staff contentment with different areas such as facilities, career advancement, and more. The findings are examined and utilized to enhance services and tackle issues. Summaries are prepared and submitted to the Rector for future strategizing.

During the interviews, it was noted that the university takes a thoughtful approach to evaluating the teaching and research contributions of both academic and visiting staff. These evaluations are carefully considered when making decisions regarding recognition, reflecting the institution's commitment to fostering improvement.

Academic staff members shared examples from their own experiences and those of their colleagues, illustrating the positive influence of this evaluation process on their professional development and career progression.

**If necessary, description and analysis according to the education programmes**

#### Description and Analysis - Programme 1 (Name and Level)

#### Evidences/Indicators

- Site visit
- Self-evaluation Report
- Internal and external mechanisms for the teaching quality assessment

- Assessment system of research activity of academic/affiliated staff
- Interview results
- Events for professional development of academic, scientific and invited staff

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes (if any):

Programme 1 (Healthcare Economics and Management (BA)))

Recommendation(s):

Suggestion(s):

Programme 2 (Healthcare Management (MA)))

Recommendation(s):

Suggestion(s):

.....

## Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Healthcare Economics and Management (BA)))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Healthcare Management (MA)))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

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

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##### Cluster and individual evaluation

##### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

During the site visit, an expert panel evaluated teaching spaces, auditoria equipped with modern information technologies, and library areas with both hard copy and electronic resources.

The university has established a collaborative agreement with Bokeria University, providing students with valuable opportunities for hands-on practice in their field. Recently, an expert panel convened to discuss various matters with a representative from a local hospital, aiming to enhance the practical training of students. While periodic job offers are communicated to students to assist in their career development, it is noteworthy that, at present, only one alumnus from the program has secured employment in the industry.

Geomedi University has recently obtained a stake in Rustavi Clinic, paving the way for future collaboration between the two institutions. This partnership is set to foster a range of joint programs aimed at enhancing educational and professional opportunities for students. In addition, the clinic is actively sharing job vacancies with students and alumni, creating pathways for career advancement. However, during a recent visit, the manager noted that there are currently no staff members in place to facilitate this initiative at the moment, indicating that the collaboration is still in its early stages.

The academic process is supported by an electronic system of academic process management. Information about the university is readily available on the website <https://geomedi.edu.ge/> in Georgian and English languages for any interested parties. To maintain a safe and secure environment, the Security and Safety Service at Geomedi University plays a vital role in overseeing the campus. This dedicated service employs a network of surveillance cameras that diligently monitor the university grounds, ensuring that all activities are tracked, and any unusual behavior is addressed promptly.

The team is responsible for safeguarding the university's buildings and valuable inventory, providing a protective presence that helps to deter potential threats. They carefully monitor who enters the premises, particularly focusing on visitors, to ensure that access is regulated, and the safety of students and staff is prioritized.



In addition to these security measures, Geomedi University also features a welcoming cafeteria designed for students, offering meal options to create a dining experience on campus.

One of the key advantages is the ownership of extensive infrastructure and a robust material technical base, coupled with a strong financial standing. This combination not only enhances the overall learning environment but also guarantees the seamless execution of the educational process.

### **Description and Analysis - Programme 1 (Healthcare Economics and Management (BA))**

The program has the necessary material-technical resources and infrastructure to achieve high-quality academic outcomes. The students and staff have free access to international electronic databases (EBSCO, Scopus, Elsevier, ScienceDirect).

University staff members and students mentioned during interviews that training on working with databases, their application ranges, and usage is conducted periodically on a regular basis. Teaching labs are equipped with modern tools. The expert panel visited an examination center equipped with modern technologies such as face recognition. Lockers and video monitoring were present in all areas.

#### **Evidences/Indicators**

- Self-evaluation Report
- Site visit
- Library Resources
  
- Meeting with employers
  
- 
- Interview with Staff
- University web site

**General recommendations of the cluster:**

General suggestions of the cluster: =

### Recommendations and Suggestions according to the programmes:

#### Programme 1 (Healthcare Economics and Management (BA)))

Recommendation(s):

Suggestion(s): Strengthen Collaboration with employers

#### Programme 2 (Healthcare Management (MA)))

Recommendation(s):

Suggestion(s):

### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Healthcare Economics and Management (BA)))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Healthcare Management (MA))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Program receives financial resources from Geomedi Educational University LLC for the implementation of the program. The budget covers all mandatory fields for running the program. For example, the budget includes coverage for minimum student activities, and 53% of the total expenses are allocated for administrative staff salaries. In interviews with Master's program students, it was mentioned that the university strives to make the program sustainable and uninterrupted, which is a positive aspect.

However, it was also mentioned that the program is mostly funded by the university, and the number of students and income is not sufficient to cover all costs.

The rector and staff members confirmed their commitment to further invest in the program and ensure adequate learning experiences for students.

Nevertheless, it is strongly recommended to increase efforts in order to have a clear plan for the minimum number of students required to ensure program profitability and possibilities for further development.

#### Description and Analysis - Programme 1 (Healthcare Economics and Management (BA)))

The budget for the institution is designed to address a wide array of expenses necessary for fulfilling its mission and the specific needs of program. It considers the essential elements required for enhancing educational processes and supporting academic staff development. Additionally, the budget encompasses the financial requirements ensuring that both students' needs are met and that infrastructure is continually improved. This holistic approach ensures that all aspects of the institution's operations are funded and managed, fostering an environment conducive to learning, innovation, and growth.

#### Evidences/Indicators

- Self-evaluation Report
- Budget
- Site visit
- Interview with staff

General recommendations of the cluster:

- University should strive to ensure that the program becomes self-funded and sustainable for the long term.

General suggestions of the cluster:

### Recommendations and Suggestions according to the programmes:

#### Programme 1 (Healthcare Economics and Management (BA)))

Recommendation(s):

Suggestion(s):

#### Programme 2 (Healthcare Management (MA)))

Recommendation(s):

Suggestion(s):

.....

### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Healthcare Economics and Management (BA)))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Healthcare Management (MA)))	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Healthcare Economics and Management (BA)))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare Management (MA)))	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

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

### 5.1. Internal Quality Evaluation

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

#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

According to the submitted documentation, it was determined that the standard approaches of internal quality assurance are used in case of the educational programs given in this cluster. In particular, the mentioned process works like - "Plan, Implement, Evaluate, Develop" cycle. This process includes both staff evaluations and analysis of student survey forms. Based on the obtained results, the quality assurance office submits recommendations to the heads of the programs and the governing body of the university, based on which interventions are planned if necessary.

The Programs Self-Evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert panel had the opportunity to meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies. However, it has to be noted that the activity of the administrative staff in this process is more noticeable than that of the academic staff. After the interviews, the expert panel got the impression that alumni, employers and invited staff are not actively involved in the self-evaluation process. The interviews with those stakeholders confirmed that they are not that familiar with the program's learning outcome and overall objectives. It is recommended to promote the active participation of different stakeholders in the self-evaluation process, in order for the quality assurance mechanisms to work effectively.

During the interview's students, as well as academic staff, confirmed that they filled the surveys. All of these stakeholders are well informed that based on their feedback some changes might be planned on the program level. Some students, as well as, academic staff recall examples of their recommendations that have already been considered, those were recommendations related to the environment at the university. In addition to this, due

to the small number of the students, informal meetings and feedback providing is also used within the programs given in the cluster. Students confirmed that they can address the faculty administration likewise to the head of the program in any case they are facing a problem or suggesting further actions. On their behalf, the faculty administration and the program head confirm that sometimes direct communication is a more effective way of getting insights from the stakeholders.

As it was confirmed during the interviews, the program staff actively incorporates the results of quality assurance processes when making decisions related to the academic program. This approach ensures that decisions regarding curriculum development, teaching methodologies and resource allocation are all evidence-based and aligned with the goals of the university. For example, if quality assurance results highlight gaps in student satisfaction or reveal challenges in achieving learning outcomes, the program staff used this information to modify teaching strategies, enhance course content, or provide additional resources for student support. This ongoing feedback driven by quality assurance outcomes, supports the continuous improvement of the program and ensures that it remains responsive to student needs and institutional priorities.

#### **Evidences/Indicators**

- Self-evaluation report
- Internal mechanisms for the teaching quality assessment
- The rules for the development, implementation, development and assessment of study programs
- Interviews during the site visit
- University web-page

#### **General recommendations of the cluster:**

- **It is recommended to promote the active participation of different stakeholders in the self-evaluation process, in order for the quality assurance mechanisms to work effectively.**

#### **General suggestions of the cluster:**

## Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Bachelor's Program of Healthcare Economics and Management - Level 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Master's Program of Healthcare Management - Level 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2. External Quality Evaluation

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

As it is described in SER the university recognizes and applies the majority of recommendations provided during the accreditation and authorization processes. However, previous accreditation reports have highlighted concerns regarding proper budgeting. In the current case, we observe that the budget presented for the programs is not as beneficial as expected, with income and expenditures balanced but not allowing for surplus or flexibility. This could hinder the programs' long-term sustainability and growth. Furthermore, during the accreditation process for both the Bachelor's and Master's programs, the expert panel recommended that it would be advantageous to invite external evaluators to review the programs. However, there is no evidence that external evaluations have been conducted in these cases. Although such peer reviews from colleagues at other HEIs are not mandatory, implementing this recommendation would likely lead to valuable insights and further enhance the quality of the programs. These external evaluations, whether from local or international experts, can contribute significantly to the continuous development and improvement of the program and its research environment. By doing so, the university would strengthen its commitment to quality and align even more closely with international best practices in higher education.

It is recommended that the university more actively considers and implements both the recommendations and suggestions provided during the accreditation process. While the institution has taken significant steps in addressing many of the expert panel's recommendations, areas such as budget optimization and the inclusion of external peer evaluations remain underutilized. It is highly recommended that the university adopts a more proactive approach in responding to these suggestions, particularly by refining its financial planning to ensure

greater flexibility and sustainability, and by integrating external evaluators to further enhance program quality. This will ensure continuous improvement and alignment with accreditation standards, ultimately contributing to the long-term success and development of the programs.

#### Evidences/Indicators

- Self-evaluation report
- The rules for the development, implementation and assessment of Bachelor's, Master's program
- Previous program accreditation reports
- Interviews during the site visit
- University web-page

#### General recommendations of the cluster:

- It is recommended the university the university more actively considers and implements both the recommendations and suggestions provided during the accreditation process

#### General suggestions of the cluster:

#### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Bachelor's Program of Healthcare Economics and Management - Level 6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Master's Program of Healthcare Management - Level 7)	<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.

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#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

According to the submitted documentation the university has established a comprehensive system to monitor and evaluate the implementation of its educational programs. This system is designed to ensure that the results of the educational process are continuously assessed and used to enhance program quality. As it was explained during the site visit the evaluation of learning outcomes occurs at two key moments: during the program and after its completion. This dual approach allows the university to address both immediate concerns and long-term impacts on student learning.

To ensure the quality of the educational process, the university's Quality Assurance Department actively involves various structural units in the evaluation process. Students regularly provide feedback on the performance of academic and visiting staff as well as on the quality of administrative services they receive. Academic and visiting staff members also participate in anonymous evaluations, offering insights into the overall administrative services.

As the additional documents state, every semester, the Quality Assurance Service conducts a statistical analysis of students' academic performance, evaluating both intermediate and final results. These findings are compiled into reports that are shared with the Academic Council and other relevant bodies, enabling timely feedback and responses aimed at enhancing the quality of the educational programs. Through this comprehensive and structured approach, the university demonstrates its commitment to ongoing evaluation and quality improvement.

The expert team reviewed the course syllabus and noted that the learning outcomes are not articulated with active verbs, as they primarily use terms such as "knows" and "can do." This approach limits the precision and clarity of the expected competencies. For example, the list of outcomes does not specify the active engagement of students in demonstrating knowledge or applying skills in real-world contexts. It is recommended that the learning outcomes be revised to include active verbs that clearly define the actions students are expected to perform. This will enhance the alignment of the course objectives with higher-order cognitive skills, improving both instructional quality and assessment relevance.

Another important observation is the lack of a formal mechanism for evaluating MA thesis supervisors. According to the standards, it is recommended that the institution implement a form or system to assess the effectiveness of supervisors throughout the thesis process. This evaluation would provide critical feedback on

the quality of guidance and support offered to students, ensuring that supervision is consistent and meets academic standards. It is recommended the university designs a form to evaluate MA thesis Supervisor.

Additionally, it was noted that midterm and final assessments in many cases rely heavily on multiple-choice quizzes. Similarly, class activities are predominantly structured around quizzes. While this method can be effective for testing knowledge recall, it does not foster the development of students' analytical and writing skills. To better prepare students for complex tasks, it is recommended that the assessment criteria be diversified to include written assignments, essays, case studies, and project-based evaluations. This will encourage critical thinking, problem-solving, and the articulation of ideas, which are essential skills for academic and professional success. (The recommendation is drafted under the 2.4).

#### **Evidences/Indicators**

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

#### **General recommendations of the cluster:**

- It is recommended that the learning outcomes be revised to include active verbs that clearly define the actions students are expected to perform.

#### **General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes (if any):** Please, write the developed recommendations and suggestions according to the individual programmes

#### **Programme 2 Master's Program of Healthcare Management - Level 7**

##### **Recommendation(s):**

- It is recommended the university designs a form to evaluate MA thesis Supervisor.

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Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Bachelor's Program of Healthcare Economics and Management - Level 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Master's Program of Healthcare Management - Level 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1</b> (Bachelor's Program of Healthcare Economics and Management - Level 6)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2</b> (Master's Program of Healthcare Management - Level 7)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

#### Compliance of the programmes with the standards

Contents	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Standard					

Programme 1 (Healthcare Economics and Management" Bachelor Program)	Complies with requirements	Substantially complies the requirements	Substantially complies the requirements	Complies with requirements	Substantially complies the requirements
Programme 2 (Healthcare Management" Master Program)	Complies with requirements	Substantially complies the requirements	Substantially complies the requirements	Complies with requirements	Substantially complies the requirements

### Signatures

#### Chair of Accreditation Experts Panel

Zsuzsanna Szeles



#### Of the member(s) of the Accreditation Experts Panel

Irakli Gagua



Giga Khositashvili



Tamaz Uzunashvili



Soso Gazdeliani

