



National Center for Development of the Education Quality

Accreditation Expert Group Report on Higher Education Programme

One-cycle Educational Programme of Medical Doctor

(English)

Tbilisi International University IUT Ltd

Evaluation Date(s): 22-23 January 2025

Report Submission Date: 13 May 2025

Tbilisi

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Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Tbilisi International University IUT, Limited Liability Company (LLC)
Identification Code of Institution	400373902
Type of the Institution	University

Expert Panel Members

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I. Information on the education programme

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

Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education [3]	-
Language of Instruction	English
Number of ECTS credits	360
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

II. Accreditation Report Executive Summary

§ General Information on Education Programme

The reviewed program is a new one-cycle MD program in the English language. The program is delivered in 12 semesters with 360 ECT credits. The International University of Tbilisi has recently established and received its authorization with several recommendations which the MD program review team reviewed seriously alongside the MD program compliance with Program standards and MD sectoral Benchmark.

§ Overview of the Accreditation Site Visit

1. The site visit was organized by NCEQE in university campus in Tbilisi.
2. On the first day of the visit (22 January 2025) the site visit team had several meetings during an introductory meeting with Rector and Head of Quality Assurance Department and 5 meetings arranged based on 5 areas of standards. We also had a meeting with invited and affiliated faculty members of the University. During these meetings we met different stakeholders of the program including top administration, Quality Assurance people, the Self-Evaluation team, program Head, Head of career and students support, Head of HR, Head of financial service, librarian, and affiliated and invited faculty members.
3. All the team members, including the foreign expert, attended the visit in person. Since the program is a new one, there were no MD students and alumni of this program. The team also observed classes, practical labs, clinical skills & simulation center, and library on the campus.
4. On the second day of the visit, the team visited two hospitals and clinics: “Georgian Dutch Hospital LLC” and “Clinic SS Jerarsi.”
5. Finally, we met as a team with the rector, one of the heads of the program, the Vice-rector of Quality Enhancement and the Dean of the Faculty of Medicine and provided a summary of our findings.

§ Brief Overview of Education Programme Compliance with the Standards

Standard 1	1.1	1.2	1.3	1.4	1.5
	complies	complies	Partially complies	Substantially complies	Partially complies
Standard 2	2.1	2.2	2.3	2.4	-
	complies	Partially complies	Partially complies	Substantially complies	
Standard 3	3.1	3.2	-	-	-
	Partially complies	-	-	-	-
Standard 4	4.1	4.2	4.3	4.4	4.5
	Partially complies	-	Partially complies	Partially complies	Partially complies
Standard 5	5.1	5.2	5.3	-	-
	Substantially complies	complies	complies	-	-

Recommendations

Component 1.3

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

Component 1.4

2. It is recommended that all stakeholders must have clear understanding how to achieve the intended Learning Outcomes of the program.

Component 1.5

3. It is recommended that alignment of teaching and learning methods with Outcomes be improved, and the current deficiencies be fixed.
4. It is recommended that the literature proposed should be updated.

Component 2.2

5. It is recommended that the institution demonstrates the level of awareness of teaching methodology among the clinicians involved in the teaching process.
6. It is recommended that bedside teaching be adequately addressed by the institution.

Component 2.3

7. It is recommended that the teaching and assessment methods be presented more clearly. During the interview, the institution's employees listed various methods that are not specified in the syllabi.
8. It is recommended that that Portfolio/Logbook be implemented in the Program.
9. It is recommended that the integration process includes full coverage of a specific subject, e.g., the student should learn the macrostructure of the ear and eye in anatomy before studying ophthalmology.
10. It is recommended that Clinical/practical evaluation methods besides only theoretical ones should be added to the clinical training courses.

Component 2.4

11. It is recommended that the faculty members who participate in the teaching and assessment system, and especially clinicians who teach and assess students in clinical settings, be in continuous communication with the university. The university should monitor the process.
12. It is recommended that the type of methodological training which the university is implementing/planning for people involved in teaching and assessment and its intensity be clear to the faculty members.

Component 3.1

13. To ensure appropriate academic support for students, it is recommended, that the program should be provided with all necessary resources in advance, including human resources, implementation of each study course should be discussed and feasible with appropriate academic staff.
14. It is recommended that the information about international partnership should be updated on the Website.
15. It is recommended that the students should be provided with more opportunities of international exchange programs, and the institution should expand its partnership network.
16. It is recommended that the website should be updated and provided with information about scientific activities regarding the MD program.

Component 4.1

17. It is recommended that the required measures for sustainability of the program be taken.
18. It is recommended to increase the total amount of competent Affiliated academic Staff to have more stability and self-insurance against unforeseen cases in workload of staff affiliated to other institutions.

Component 4.3

19. It is recommended that the university have a clear professional development plan for faculty members, find a person/department responsible for the training, have a clear annual plan for enabling faculty members to implement new teaching and learning methods.

Component 4.4

20. It is recommended to expand library resources.
21. It is recommended to expand the auditorium's resources.
22. It is recommended to have a Memorandum of Agreement with the above-mentioned hospitals and supply the students with auditorium resources in the hospitals.

Component 4.5

23. It is recommended to provide more funds to develop the teaching program, human resources as well as the material part of the program.

Component 5.1

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

Suggestions**Component 1.2**

1. It is suggested that professionalism could be more clearly depicted and elaborated in the University LOs.

Component 1.4

2. It is suggested to make better conceptual framework to further develop the program.
3. It is suggested that the philosophy of the program should be clear and transparent.

Component 2.2

4. It is suggested that the project related to evaluating research skills and the assessment of students involved in it be conducted repeatedly, and not in the last, 12th semester.

Component 3.1

5. To avoid confusion among the students and make information easily accessible, it is suggested that distribution of consultation responsibilities regarding different directions (research, mobility, career development etc.) should be reflected in the Students Guide

Component 5.1

6. It is suggested that better communication between the QA department and all stakeholders is needed.

Component 5.3

7. It is suggested that comprehensive external evaluation of the program is needed.

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

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

The expert team reviewed all the points of Argumentative Position and removed one recommendation from 3.1 and moved the other one to the suggestions section other part of the recommendation remained unchanged.

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

III. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

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

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

Based on the document provided by IUT, the aims of the IUT One-cycle English-language educational program of a medical doctor are:

1. Preparing a graduate with knowledge and understanding of the practical importance of biomedical, behavioral, social, health sciences, translational and evidence-based medicine.
2. Effective diagnosis, management and prevention of health problems using effective interpersonal, communication and professional skills.
3. Understanding the common need for health, longevity and well-being of society and contributing to the improvement of public health, considering professional and ethical values.
4. Independent research, analysis, and use of scientific and clinical news to solve health problems.
5. Raising awareness for the continuous development of knowledge and constant care for the perfection of one's work and professional advancement.

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

“To create conducive conditions for local and international students to obtain high-quality education and research opportunities. We are committed to fostering a multicultural and democratic climate, where diversity is celebrated, equity is pursued, and open dialogue is encouraged. This environment promotes mutual respect, enriches learning experiences, and prepares students for global citizenship.

Through practical initiatives, students are provided with educational experiences relevant to trends existing in the global market, ensuring their preparedness for both healthcare and business sectors.

We aim to align our programs with the evolving employment landscape by engaging in ongoing dialogue with stakeholders, particularly employers, to ensure our curriculum and initiatives enhance career readiness and success.”

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

The university used local and international labor and educational market research to develop the program's goals. The information on the IUT MD program is available on the university website.

Evidences/Indicators

- IUT new MD program Self-Evaluation Report
- IUT new MD program educational program
- Analysis of the labor market and employers' requirements; (Appendix N7)
- University website
- Interviews with university administration, faculty members and employers

Recommendations:

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Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

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

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

The university developed a well-designed, rational, and field-specific Learning Outcomes framework which includes 15 domains. They are aligned with Program Objectives and address MD sectoral benchmarks appropriately, correspond to the aims of the program and cover the main knowledge, skills or/and responsibility and autonomy envisaged by the content; The LOs are measurable, achievable and

realistic; and are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. Although the LOs are somewhat different from what has been defined in Sectoral Benchmark, it covers all the domains, and it is better to clarify more about the professionalism in the framework.

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

There is evidence that shows the process for the development of LOs is participatory and inclusive.

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

Evidences/Indicators

- Learning Outcomes of the program; (Appendix N2)
- Educational program; (Appendix N2)
- Program catalog
- Goals of the program; (Appendix N2)
- Map of program goals and learning outcomes; (Appendix N2)
- Interviews with program head and academic staff

Recommendations:

-

Suggestions for Programme Development

- It is suggested that professionalism could be more clearly depicted and elaborated in the University LOs

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The University has developed a study results evaluation mechanism; Students' achievement of the syllabus learning outcomes is determined by analyzing their academic performance, which includes processing data at the program and syllabus levels and observing the dynamics of percentage distribution. By means of the existing method, it is determined how difficult or easy the training course programs are; how adequate forms of assessment are used by lecturers and how high is the level of students' training.

All mandatory components of the specialty and all students registered for the component participate in the direct evaluation process.

The SER depicted the details of how the university uses direct and indirect methods to evaluate the students' performance in different courses. Although the abovementioned system as an alarming system for paying attention to problematic areas of the program seems practical and rational, there is a major challenge: since the examination results are a sum up of midterm and final examinations which cover several LOs, students' achievement or failure in examinations does not mean that they are competent or not competent in any specific LOs. This is in sharp contrast to the criteria which asked the university to evaluate the achievement of LOs and not just the students' progress in different courses.

Evidences/Indicators

- Learning outcomes assessment mechanism/rule - quality assurance policy, Annex N4.
- Learning outcomes assessment plan (Appendix N2).

Recommendations:

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

Suggestions for the Programme Development

Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

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

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

The structure and content of one-level educational program of medicine at IUT is compiled in accordance with the rules of development and implementation of educational programs operating in the university, quality assurance policy, rules of implementation of the educational process, etc. respectively. The program is designed in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System. The university rules cover the stages necessary for the development of the program, its implementation and development.

The program includes several courses that mimic Western educational programs: telemedicine, art therapy, basic issues of medical education.

University considered the good practices of other countries, as well as the emphasis was placed on local requirements and needs. Some good practices were taken from the University of Manchester (UK), Charité University (Germany), Cristian Medical College Vellore (India).

From the University of Manchester: 1. IUT increased optional training courses, such as telemedicine, art therapy, basic issues of medical education, etc.

From Cristian Medical College Vellore (India): More credits were introduced for public health training courses like CMC, Vellore, this will improve acquisition of more knowledge and skills in public health and population health. 2. Emphasis was placed on the teaching of ethical principles on issues of medical ethics, patient rights and social responsibilities of doctors.

The educational program is structured, in accordance with map of learning outcomes which includes all components of the program and their relationship with the competencies provided by the program. The program's content and design support the achievement of these learning outcomes. Meanwhile, during the interviews there was visible that stakeholders involved in the development of program did not have clear understanding how to achieve the learning outcomes of the program.

The program structure is consistent and logical. Program components are relevant to the sectoral benchmark

in medicine and the requirements of the graduate medical employment market.

University tried to make program relevant to the Sustainable Development Goals of the United Nations General Assembly, where the third goal is dedicated to the health and well-being of the population (SDG 3-Ensure health Lives and Promote Wellbeing for All Ages).

The program covers all nine tasks of the third goal and the priorities provided by the World Health Organization (WHO), which are focused on promoting the global health strategy of the world population.

The program includes four stages:

- Phase 1 (Core) (Semester I-IV): Focuses on the study of normal body structure and function, including biomedical, behavioral, and social sciences, along with clinical skills components. Teaching methods include interactive lectures, role-playing, bedside teaching, teaching using simulators, etc.
- Phase 2 (Pre-Clinical Phase) (Semester V-VI): Based on basic knowledge to study pathogenesis, pharmacology, and physical assessment. Emphasis is placed on recognizing the symptoms and signs of the most common diseases and developing diagnostic skills.
- Phase 3 (clinical phase) (VII-XI semesters): deepens knowledge, strengthens skills and attitude in clinical fields, students participate in clinical rotation in different departments.
- Phase 4 (Clinical practice and research phase) (Semester XII): includes emergency clinical medicine, family medicine and research components, in this phase students deepen and strengthen clinical and scientific research activities.

The program has a semi-integrated approach. Integrated training courses are thematically consistent with each other. For example, Body Structures II focuses on the cardiovascular and respiratory systems. In parallel, in the same semester, the course "Body Functions II" will instruct the student in the biochemical and physiological aspects of these systems. In addition, during the same period, in the Clinical and Professional Skills II course, students develop clinical skills such as Basic Life Support, ECG interpretation, etc.

Clinical components are integrated into the curriculum from the beginning; the development of clinical skills is part of the training course "Clinical and professional skills". Clinical skills are integrated with the bioethics course. In subsequent semesters, clinical skills are integrated with communication and leadership courses. Clinical components are gradually introduced from the fourth year.

Language component: Georgian language teaching is spread over four semesters (16 ECTS), that facilitates socialization of foreign students and communication with patients at the clinical level.

Also, Georgian-speaking students are offered Chinese language courses (16 credits).

Research component: The research component includes 24 ECTS. Courses include epidemiology, research methods, data collection, and biostatistical analysis. The program ends with a research project in medicine, where students plan, conduct (supervised-observational, survey, systematic review, etc.), analyze and present research, which contributes to the formation of scientific skills.

Despite all this, during the visit and interviews we were concerned about the conceptual framework and underlined principles of how the program was developed. Philosophy of the program should be clear and transparent. All stakeholders must have a clear understanding of how those principles will be applied, which during the interviews was unclear. And all stakeholders must have an exact understanding of how to achieve the intended learning outcomes of the program.

Evidences/Indicators

- SER
- Annexes
- Website www.iut.edu.ge
- Interview results

Recommendations:

- It is recommended that all stakeholders must have clear understanding how to achieve the intended Learning Outcomes of the program.

Suggestions for the programme development

- It is suggested to make better conceptual framework to further develop the program.
- It is suggested that the philosophy of the program should be clear and transparent.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

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

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

The overall arrangement of the syllabi of courses are appropriate and the course LOs are aligned with the LOs of the program. The syllabi are well-structured and include the basic requirements of syllabi including the LOs, teaching and learning methods, assessment methods, course timetable, and required reading materials.

Meanwhile there are a few problems:

Although lots of teaching and learning methods have been mentioned in any course syllabi, but in practice, usually it includes Lecture and seminar and, in some courses, PBL sessions. In Clinical and professional skills 1 the author mentioned the following as T&L methods: Lecture, flipped classroom, CBL, Role-playing, TBL, teaching with using simulators, Teaching with SP patient, Case discussion, Demonstration method (using audio and video). By reviewing the timetable there are only three methods: Lecture, Seminar and PBL. There is not any explanation for how the seminar will be conducted and nothing about why other methods which have been mentioned are not used. It should be noted that for achieving the above-mentioned outcomes, just lecture and seminar is not enough and even PBL for practical skills is insufficient.

The second important deficit is about the literature proposed by the course author. In many ways, the literature is old and too outdated.

Evidences/Indicators

- IUT MD program SER
- IUT MD program
- Course syllabi
- Interview with head of program and faculty members

Recommendations:

- It is recommended that alignment of teaching and learning methods with Outcomes be improved, and the current deficiencies be fixed.
- It is recommended that the literature proposed should be updated.

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

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

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

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

2.1 Programme Admission Preconditions

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

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

Enrollment in the program is carried out based on the results of the Unified National Examinations (ranking document) or, in cases specified by the Law of Georgia on Higher Education, in accordance with the established procedure, upon passing administrative registration and the order of the rector. Without Unified National Examinations: For foreign citizens and stateless persons who have received a complete general education or its equivalent in a foreign country; For Georgian citizens who have received a complete general education or its equivalent in a foreign country and who have studied the last 2 years of their complete general education in a foreign country (in an English-speaking country); For foreign citizens (except for students participating in a joint higher education program and students participating in an exchange educational program) who are studying/have studied and have received credits/qualifications in a foreign country in accordance with the legislation of this country; For citizens of Georgia (except for students participating in a joint higher education program and students participating in an exchange education program) who live/lived, study/studied in a foreign country for a period determined by the Ministry of Education, Science, Culture and Sports of Georgia and have received credits/qualifications in a higher education institution recognized in accordance with the legislation of that country.

English language component: In the case of unified national exams, passing the English language is a prerequisite (considering the coefficients and subject minimum barrier established by the university); For foreign students, the English language component is assessed/confirmed: by presenting a certificate confirming at least B1 level of English (IELTS, TOEFL, Cambridge English, UNiCert®) EnglishScore, etc.

Or for applicants who are citizens of a foreign country with education in English, upon presentation of a relevant document (e.g., diploma, certificate, etc.), and also for citizens of Georgia who have received a complete general education in English in a foreign country, or its equivalent, and who have studied in a foreign country for the last 2 years of their complete general education and who present a relevant document (e.g., diploma, certificate, etc.).

And in case of passing a standardized (4-component: listening, reading comprehension, analysis, and speaking) exam organized by Tbilisi International University, where the above-mentioned level of English language proficiency (B1) will be confirmed.

During mobility, students who are enrolled in the University in accordance with the Ministerial Order No. 10/N (04.02.2010) on the transfer from one higher educational institution to another. Before the start of the 5th semester of study, the student is required to confirm the B2 level of English language. Thus, the segmentation of those eligible for enrollment in the program is broad, does not limit the applicant and is in accordance with the legislation. The enrollment procedures, the required documentation and other necessary issues are uploaded on the official website of the University, www.iut.edu.ge in the applicant's field. The necessary information is reflected in relation to both Georgian and foreign citizens. The enrollment specifications are presented in detail and are easily understandable by the applicant.

Evidences/Indicators

- Educational program; (Appendix N2).
- Program catalog.
- Interview with institution representatives.
- Prerequisites for admission to the program (criteria and procedures).
- Methodology for students planning for the educational program - Methods-Web page; www.iut.edu.ge

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

The medical program, according to the submitted documentation, envisages conducting the learning process in such a way that the corresponding results of the learning methods are ensured according to the level. Although the institution explained to us that to develop practical skills for students, it is intended to involve students in the direction of clinical skills from the very first semester, due to insufficient visibility, the experts were unable to assess how the university intends to implement a continuous chain of clinical skills training. It was not possible to meet with the personnel involved in the clinical training process and evaluate their teaching methodology in the clinics. It remained unclear to the experts how the university intends to create conditions for each student to be able to communicate with real patients, since the clinics specified in the agreement are already implementing similar training processes with other universities.

The teaching process at the university involves the student's involvement in a research project. A research project is a research-based work that must be completed independently by the student in accordance with university regulations and defended at the end of the semester. It is taught in the 12th semester of study. Its goal is to develop the students' skills in conducting research work in the field of medicine (identifying the problem, reviewing the literature, planning the research design and methodology, formulating a hypothesis and research question, collecting data, conducting biostatistical analysis, formulating conclusions and recommendations) and in writing and orally presenting it in accordance with the principles of research ethics. Considering the above, experts have assessed that it is desirable to implement a research project and involve students in it before the 12th semester, so that both the student and the institution can assess research skills at an earlier stage and have more opportunities to refine skills in this area.

Evidences/Indicators

- Relevant agreements/memorandums with clinics; (Appendix N8).
- Project syllabus (Appendix N2).
- Interview with institution representatives.
- Information regarding research.

Recommendations:

- It is recommended that the institution demonstrates the level of awareness of teaching methodology among the clinicians involved in the teaching process.
- It is recommended that bedside teaching be adequately addressed by the institution.

Suggestions for the programme development

- It is suggested that the project related to evaluating research skills and the assessment of students involved in it be conducted repeatedly, and not in the last, 12th semester.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

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

The implementation of the program goals and achievement of learning outcomes are carried out using such means of knowledge transfer as lectures, group work, practical work, laboratory work, etc.

The documentation submitted by the institution lists the methods and activities for achieving learning outcomes; lectures, flipped classroom, PBL, SBL, role-playing games, brainstorming, TBL, teaching using simulators. SP (SP/Real/VR), It is necessary that the teaching methodology and assessment methods be presented more clearly. During the interview, the institution's employees listed various methods that are not specified in the syllabi, i.e., it is unclear which method is used to assess a student at which seminar (e.g. PBL, CBL, Brainstorming, etc.). It is also desirable that the integration process includes full coverage of a specific subject, e.g., the student should learn the macrostructure of the ear and eye in anatomy before studying ophthalmology. Also, Clinical/practical evaluation methods besides only theoretical ones should be added to the clinical training courses (for example Surgery II, ENT and Ophthalmology), as they have in learning outcomes mastering specific practical skills.

Portfolio/Logbook is not implemented in the Program. The university has not conducted any activity in this direction.

Through individual curricula, the university ensures the consideration of the different requirements, needs and academic preparation of students and their unhindered involvement in the educational process. The special educational needs of students are considered an adapted environment for people with disabilities. The principles of developing an individual curriculum are drawn up, the procedure for drawing up an

individual curriculum etc. Based on the above, the University is oriented towards providing equal opportunities for all students to obtain knowledge. The University supports the integration of foreign students, their inclusion in the educational process, and considers their cultural characteristics in teaching. The University is ready to move towards e-learning.

Evidences/Indicators

- Syllabi (Appendix N2);
- Interview with institution representatives.
- Teaching-learning methods; (Appendix N2);
- Methodology of developing students' individual educational plan;
- Rule of electronic learning.

Recommendations:

- It is recommended that the teaching and assessment methods be presented more clearly. During the interview, the institution's employees listed various methods that are not specified in the syllabi.
- It is recommended that that Portfolio/Logbook be implemented in the Program.
- It is recommended that the integration process includes full coverage of a specific subject, e.g., the student should learn the macrostructure of the ear and eye in anatomy before studying ophthalmology.
- It is recommended that Clinical/practical evaluation methods besides only theoretical ones should be added to the clinical training courses.

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

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

The University has implemented a multi-component system for assessing student learning outcomes in relation to a specific course/component and uses a common system for assessing educational programs, the results of which are reflected in the program. The existing approaches ensure the continuous improvement of the quality system at the University and its alignment with a unified vision of learning, teaching and assessment. To reflect the academic workload of each student in the student's educational process, which the student needs to achieve the goals of the educational program, the University uses the European Credit Transfer and Accumulation System (ECTS). The system for assessing student knowledge provided for by the University educational programs has been developed based on the rules established by Order No. 3 of the Minister of Education and Science of Georgia of January 5, 2007. Credits can be accumulated only after the student has achieved the learning outcomes specified in the syllabus, which is expressed in one of the positive assessments established by subparagraph "a" of Article 4.7 of the "Rules for Calculating Credits for Higher Education Programs" approved by Order No. 3 of the Minister of Education and Science of Georgia of January 5, 2007. The level of a student's academic performance at the university is determined both by the grades received in the courses of study and by the equivalent of these grades - the grade point average (GPA).

The program has multi-component assessment, but the specifics of the assessment are not clearly outlined in specific syllabi. The experts were unable to assess how well the teaching staff are aware of this assessment system during clinical rotations during clinical training, as they were not present during the clinic visits and were unable to interview the staff.

Information is available to students and is placed in the electronic system of the educational process, where any student has access to the syllabus.

In the first week of study, all lecturers are instructed by the university that they are obliged to introduce the assessment features to the students in detail. In addition, it is possible to conduct a demonstration presentation in this regard.

To provide feedback, the university plans to conduct questionnaires with both students and lecturers.

The assessment system allows:

a) five types of positive assessments:

- a.a) (A) Excellent – 91-100 points of assessment.
- a.b) (B) Very good – 81-90 points of maximum assessment.
- a.c) (C) Good – 71-80 points of maximum assessment.
- a.d) (D) Satisfactory – 61-70 points of maximum assessment.

A) E) (E) Sufficient –maximum grade of 51-60 points.

B) Two types of negative grades:

B.A) (FX) Failed – maximum grade of 41-50 points, which means that the student needs more work to pass and is given the right to take an additional exam with independent work once.

In case of receiving a Failed grade, the university appoints an additional exam no later than 5 days after the announcement of the final exam results.

B.B) (F) Failed – maximum grade of 40 points and less, which means that the work done by the student is not sufficient and he/she has to study the subject again.

The final assessment of the student is made based on the summarization of the mid-term assessments of the activity and the final exam assessment.

The university provides for the appeal of the results of student assessment. The institution has developed the “Regulation on Conducting Examinations” www.iut.edu.ge which is public for all interested persons, the document specifies the mechanisms and procedures for appealing the assessment results. The university cares about academic integrity, for which it conducts various information/training modules. The university has acquired an anti-plagiarism program where the works undergo an expert examination.

Evidence/Indicators

- Educational Program (Appendix N2)
- Syllabi (Appendix N2)
- Assessment System Regulatory Document - Educational Process Regulatory Rule.
- Assessment Forms, Components and Methods; (Appendix N2)
- Electronic Portal/Program.
- Interviews with Colleagues
- Educational Bases/Clinics
- Plagiarism Detection Program (Relevant Agreement)
- Code of Ethics
- Examination Regulations - Procedure for Appealing Assessment Results
- Website; www.iut.edu.ge

Recommendation:

- It is recommended that the faculty members who are involved in the teaching and assessment system, and especially clinicians who teach and assess students in clinical settings, be in continuous communication with the university. The university should monitor the process.
- It is recommended that the type of methodological training which the university is implementing/planning for people involved in teaching and assessment and its intensity be clear to the faculty members.

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

1. Student Achievements, Individual Work with Them

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

1.1 Student Consulting and Support Services

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

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

The International University of Tbilisi has determined a whole set of mechanisms and tools to inform students about their rights and responsibilities, about the full use of the resources and the consultations regarding the planning of learning process, employment and professional development. The units involving in consulting services are : 1) Educational and Administrative Affairs Management Department, 2) School, its dean and the managing director of academic process, 3) Academic/ invited staff, 4) Career and Student Support Center, 5) Public relations and marketing service, 6) Research Center; There are determined consultations hours both for Career and Student Support Center and for Academic/Invited Staff (1 hour a

week) for individual or group meetings. It is important to mention that the responsibilities are broadly distributed between these units, but it is not seen on the website neither in the Students Guide (and furthermore this document is not available in English for international students), nor in other sections. To avoid confusion in the students and make information easily accessible, it is suggested that distribution of consultation responsibilities regarding different directions (research, mobility, career development and etc) should be reflected in Students Guide.

Considering the resources, the HEI determined the contingent for the one-level educational program of Medicine by 1000 students. After discussing this issue during interviews, the representatives of the HEI mentioned that they plan enrollment of 600 students (including mobility) for all semesters during the first year. This brings up the necessity to have all resources mobilized even at the beginning, including core, pre-clinical, clinical, and clinical practice, and research phases. That is why the expert panel is concerned about supervision of the Research Project at the end of the 12th semester. According to the Master's Thesis rule, which regulates this process: "The topic (supervisor, co-supervisor) of the research project is chosen by the student from any course in the field of medicine provided by the educational program, based on an application, after prior consultation (and their consent) with the supervisor /co-supervisor, but no later than the first week of the 11th semester." - the supervision begins in the 11th semester. The Program currently has 88 academic/invited staff, 17 PhD, but only 2 affiliated Professors. It is questionable, how is it feasible to manage supervision of approximately 150 students each year and their support in the learning process and scientific project, when while interviewing academic staff, it was mentioned that there was no discussion held about potential supervision and co-supervision between them and the HEI, its necessity in the nearest future and the fact that this academic/invited staff with PhD have responsibilities of supervision in other institutions as priority determined by their contracts (as they mentioned). So, the expert panel recommends that the institution should provide the Program with all necessary resources, including human resources, to be able to implement all its phases successfully; the HEI should already be prepared for conducting all courses to ensure appropriate academic support for students.

The Career and Student support center and research center are responsible for developing lectures, seminars or other activities for professional development and scientific activity enhancement. The HEI has memoranda with Free International University of Moldova (Moldova), International Humanitarian University (Ukraine) and Lanzhou University (China). The memoranda serve the purpose of internationalization of students and staff, organization of international conferences and seminars etc. Students will be informed about various local and international projects and events, the accurate and fast dissemination of information will be conducted through various sources: emails, electronic programs, verbal communications, website, social network etc. It is recommended that information about international partnerships should be updated on the website. On the other hand, it is recommended that the students should be provided with more opportunities for international exchange programs and the institution should expand its partnership network.

Besides the Research Project, which is a part of the MD program, the institution should provide students with the opportunity of participating in research fellowships and activities conducted on the institution's or partner organizations' bases. But for example, in the beginning of the SER (1.1, pg.10) it is mentioned **"The program is focused on contributing to the field of medicine. Attention will be focused on the following topic: 'The role of inflammatory cytokines in the mechanism of vascular atherosclerotic damage and their changes under the influence of beta-blockers'".** But this information or this research is reflected nowhere on the website, for example in the research section, which only presents research projects for Business, Dentistry, Pharmaceutical and Rehabilitation programs. On that account the expert panel believes

that the website should be updated and provided with information about scientific activities, projects and research regarding the MD program.

Evidences/Indicators

- SER
- Functions and duties of people involved in consulting services, their job descriptions, Provisions of structural units.
- Regulations for conducting examinations.
- Student support mechanisms
- Interviews
- Memorandum of Agreements with employers
- The University Code of Ethics
- Website

Recommendations:

- To ensure appropriate academic support for students, it is recommended, that the program should be provided with all necessary resources in advance, including human resources, implementation of each study course should be discussed and feasible with appropriate academic staff.
- It is recommended that the information about international partnership should be updated on the Website
- it is recommended that the students should be provided with more opportunities of international exchange programs, and the institution should expand its partnership network.
- It is recommended that the website should be updated and provided with information about scientific activities regarding the MD program.

Suggestions for Programme Development

- To avoid confusion among the students and make information easily accessible, it is suggested that distribution of consultation responsibilities regarding different directions (research, mobility, career development etc.) should be reflected in the Students Guide

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

2. Providing Teaching Resources

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

2.1 Human Resources

- Program staff consists of qualified persons, who have necessary competences in order to help students to achieve the program learning outcomes.
- The number and workload of program academic/scientific and invited staff ensures the sustainable running of the educational process and proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure program sustainability.
- The Head of the Program possesses the necessary knowledge and experience required for program elaboration, and the appropriate competence in the field of study of the program. He/she is personally involved in program implementation.
- Program students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The Program provided 16 administrative and 27 support staff of appropriate competence.

As its mentioned in self-evaluation report, the program is conducted by appropriate qualifications who have the necessary competence to provide the learning outcomes provided for the program.

It is not clearly stated to the expert panel what criteria were used by the university to select/hire the person responsible for the program (experience in program management, educational field, methodology, etc.).

According to the self-evaluation and according to the interview, the number and workload of the

academic/scientific and invited personnel implementing the program ensures the proper conduction of the educational program and the timely performance of scientific research/creative/performing activities. According to the self-evaluation report, Program students are provided with an adequate number of administrative and support staff of competence.

During the visit, according to the documents shared, self-evaluation report, there is not enough academic staff number of Academic staff implies: Assistants- 3; Assistant professor -4; Associated Professors- 13; Professor -6. But the Academic staff is affiliated with other different Institutions. Only 2 Affiliated staff participate in the program. One assistant and one professor are affiliated with IUT.

According to the documents, CVs there are 65 visiting lecturers, according to the self-assessments document and Appendix 1 – 62 visiting lecturers are mentioned there. 88 Lecturers in total.

During the visit, the expert panel noticed a flaw in conducting interviews with teachers in English. It is not clear on what basis the teachers were selected, as the documents and CVs do not show a document confirming English language competence and/or 3 years of experience in pedagogical work with English-speaking groups.

In the introduction to the documentation, it is not clear, with a view to the sustainable development of the program, what criteria were used to select the clinicians employed in the region.

Among the invited teachers, there are many clinician specialists of one profile (critical care; anesthesiology) .

It is also important to consider that a practicing physician with appropriate competence and clinical experience (3 year and more) participates in the implementation of clinical subjects.

The implementation of the program is based on the resources of Invited Teachers who work at other 3- 5 Universities.

Invited teachers' resources do not ensure the sustainability of the program.

Number of staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	26			
- Professor	6		5	1
- Associate Professor	13	3	10	
- Assistant Professor	4	2	2	
- Assistant	3	2		1
Visiting Staff	62	50	12	
Scientific Staff	0			

Evidences/Indicators

- Site-visit, interviews, Documents, CV of academic/invited Staff of Medical Faculty.
- Appendix 1; Appendix 5.
- Minutes of the meeting of the committee of the One-cycle educational program of a medical doctor.
- Self-evaluation report
- Interview results

Recommendations:

- It is recommended that the required measures for sustainability of the program be taken.
- It is recommended to increase the total amount of competent Affiliated academic Staff to have more stability and self-insurance against unforeseen cases in workload of staff affiliated to other institutions.

Suggestions for Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

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

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The University realizes that the promotion of the professional development of their staff is a valuable investment of the University and ensures significant resources during preparation of budget plan.

According to the self-evaluation report, Professional development programs for academic, invited staff aimed at increasing professional competence in the following areas:

- Sectoral development.
- Academic assessment strategies.
- Research and teaching methods.
- Use of modern technologies in the teaching and research process.
- Developing a new curriculum, etc.

In the case of medical educational program staff, retraining in teaching and evaluation methodology once in 2 years.

During the interview, the head of the program mentioned the annual plan for professional development. We have requested the plan and trainer's register does not reveal clear picture of annual plan of professional development. Documents reveal the list of trainers and materials of training, such as OSCE examination; The course of surgical skills; course of Informational Technologies; Personal development; Course of Green economics; The First Aid course, which does comply the professional development sufficiently. What do they mean in the continuous and result-oriented nature of professional development programs, as well as nature of them is not clear and nor relevant to the professional development in such skills as: PBL, CBL, Mini-CEX trainer/provider. As the University has ambitious to implement modern methods of teaching like these.

The documents reveal that the Center for Advanced Education of the University in coordination with the Human Resources Management Service is responsible for drawing up the staff professional development plan, developing, providing, and implementing programs.

But, according to the interview we have conducted, it is not clear who conducts the training and how do they train the staff.

When we met the Quality Assurance department's head, we did not get a clear idea about the professional development plan. Who does manage it? Then we talked with HR manager, they said, it was not their business, its business of head of program, while she mentioned, quality assurance oversaw it.

During the interview, the program leader mentioned that the plan is retraining staff every 2 years, but if someone needs some help, they are ready to guide, as well as the university can send the staff to another university workshops. (There was not found any documental agreement about that).

Evidences/Indicators

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

- The budget of the Faculty of Medicine
- The library's electronic catalog
- University website

Recommendations:

- It is recommended that the university have a clear professional development plan for faculty members, find a person/department responsible for the training, have a clear annual plan for enabling faculty members to implement new teaching and learning methods.

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

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

According to the self-evaluation and interviewers, the university library has all the basic study guides provided by the syllabus.

But by visiting the library we have distinguished there are not enough material resources in the library. Literature is filled with hard books of Economics and business. Medical books purchase has been proven by documents.

Space of the library is insufficient to accommodate students of several faculties, especially when the library rooms are also used as meeting rooms.

1. The buildings are equipped with theoretical teaching auditoriums, administrative and staff work rooms, space for group work, laboratories corresponding to the specifics of the field: 1. The university clinical teaching office - on the first floor of the building - is equipped with the latest model simulators and

mannequins, which are used in the basic and preclinical stages of teaching, so that students can master clinical manipulations in the clinical stage; The same rooms are used for OSCE examinations in terms of separation of one room space by borders.

2. A biochemistry and microbiology laboratory equipped with the latest medical equipment, fume hood, refrigerator, pipettes, etc., so that students can conduct laboratory studies in compliance with safety norms.

3. Histology and pathology medical teaching laboratory - equipped with microscopes for teachers, students, as well as normal and pathological slides.

4. Anatomy cabinet - equipped with anatomical models, which allows the student to visualize anatomical organs in 3D image. Anatomical glasses allow the student to conduct training in virtual reality, which currently represents one of the forms of contemporary teaching and is somewhat popular in the acquisition of fields such as anatomy.

The university classroom spaces are not enough to implement the practical and theoretical component of the program to ensure the achievement of the goals and learning outcomes of educational program.

At least we needed to review the schedule to be convinced that it will be matched with the resources. University has a plan for a better campus, but currently we cannot rely on it. University applied for other programs, and they should be run on the same campus. And there is not how they will manage all the program with the current resources they have?

It is not clear how do they plan to serve 80-600 medical students, (its mentioned during interview, university has readiness) parallel to the students of other programs.

Apart of the above listed resources, we observed two hospitals, “Jerarsi” and “Georgian-Deutch” hospital, the clinics are equipped with high quality modern resources, but the main concern is the contract. A memorandum of understanding is not sufficient. Memorandum of agreement with would clarifies and ensures how the clinics will cooperate with the university and coordinate clinical resources.

During the observation, we discussed the importance of engagements of clinical physicians, we have requested appointments, but doctors were not informed about our visit/meeting.

The Jerarsi Clinic serves several universities, and in the case of an unclear memorandum, the issue of a shortage of auditoriums arises.

In the Georgian-Deutch Clinic, to provide students with various clinical subjects, doctors' personal rooms are used as auditoriums, which are insufficient to provide for 10 students. It is also unclear how it will be possible to simultaneously receive patients and serve this number of students. To obtain a high-quality academic process.

Evidences/Indicators

- List the relevant evidence/indicators for the component, indicating relevant documents.
- Site Visit in the campus
- Interviews

- Observation of Clinics
- Website www.iut.edu.ge
- Documentation confirming purchases of equipment in the financial service.

Recommendations:

- It is recommended to expand library resources.
- It is recommended to expand the auditorium's resources.
- It is recommended to have a Memorandum of Agreement with the above-mentioned hospitals and supply the students with auditorium resources in the hospitals.

Suggestions for the programme development Evaluation

Please, evaluate the compliance of the programme with the component

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

Allocation of financial resources provided by the budget of the program/faculty/school is economically substantially achievable but partially corresponds to the needs of the program. It considers the needs of the program and identifies various activities:

- Salary budget
- Learning resource budget.
- Participation in conferences.
- Scientific articles.
- Sports and other non-curricular events.
- Scholarships/benefits.
- Financing of exchange programs.
- Fees for contractual services of profile institutions and others.

Considering the recommendation above, associated with:

1. Insufficiency of affiliated staff
2. Expansion of Library resources (Books and infrastructure, library space);
3. Expand the auditorium's resources.

4. Expansion of Clinical resources, Affiliated Hospitals
5. Clear Professional Development plan for faculty members, to implement modern teaching and learning methodology,
6. The development of international research is not strong.

The approved and presented budget is not appropriate.

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

Evidences/Indicators

- Interview
- Self-evaluation report
- Appendix 9
- Additional documents

Recommendations:

- It is recommended to provide more funds to develop the teaching program, human resources as well as the material part of the program.

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input checked="" type="checkbox"/>

	Does not comply with requirements	<input type="checkbox"/>
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Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

As a result of documentation review, it can be said that internal quality assurance system and mechanisms are well defined and function effectively in the university. The quality management department independently evaluates educational programs and their implementation results, observes the progress of the educational process. During interviews it was concluded that staff involved in the program cooperate with the quality management department in the planning of the program quality assessment process, in the development of assessment tools and in the process of implementation of the assessment and uses the obtained results in their work. Although better communication between the QA department and all stakeholders is needed. The evaluation criteria for academic and visiting staff are transparent. The quality assurance system envisages the "plan - implement - check - develop" cycle.

As the program is new, for the current stage, research of the labor market and employers' requirements (along with self-assessment) and collegial assessments have been conducted. Following feedback and findings from the labor market survey, several changes were made to the program. The program development committee considered the internal collegial evaluation of the program. Appropriate changes were made, and the opinion was implemented in the program. In addition, the quality management department carried out the program development committee considered an analysis of the program and the comments.

Referring to the recommendation about the design and implementation of a system which directly measure the achievement of LOs (standards 1.3), and its interrelation with Internal Quality Assurance mechanism, it seems necessary to take this deficit seriously as a component of Internal Quality Assurance and implement required measures to fill the gap.

Evidences/Indicators

- SER

- Annexes
- Interview results

Recommendations:

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

Suggestions for the programme development

- It is suggested that better communication between the QA department and all stakeholders is needed

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

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

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

As the programme is new, the external evaluation of the program is carried out by NCEQE.

To confirm the adequacy of the learning outcomes of the program and compliance with the requirements of the labor market, an external (by a highly qualified foreign professor) collegial evaluation was carried out. University in the future to conduct an external collegial evaluation once every 3 years., as well Once in 2 years, the program will be compared with similar programs of foreign universities. The opinions of both local and international experts (field specialists) will be shared on the presented program.

Strength of the program is highly qualified staff with practical experience, which is also very important for its success and is a prerequisite for the training of highly qualified specialists.

Evidences/Indicators

- SER
- Annexes
- Interview Results

Recommendations:

–

Suggestions for the programme development

–

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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

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

Based on documentation review and interview results it was revealed that monitoring and periodic evaluation of the program at IUT is carried out through the systematic collection, processing and analysis of information involving academic, invited, administrative, support staff, students, alumni, employers and other stakeholders. Evaluation results are used for programme enhancement.

The university conducts a survey of employers, the purpose of which is to eliminate the gaps in the content of the program and improve it, as well as to prepare the required and competitive personnel in the labor market. Employers' opinions will be considered through questionnaires and through their involvement in the program development group. The university plans to systematically monitor the educational process - attendance at lectures/practical classes to determine the learning outcomes, goals, learning/teaching methods, assessment, and the adequacy of the topics covered by the syllabus; Based on the analysis of relevant findings, the quality management department plans to conduct trainings and workshops.

To reveal the shortcomings, during the interview, QA department staff mentioned that various surveys will be conducted in the university, based on the analysis of the results, recommendations will be made to eliminate educational programs and other resources that affect the quality of teaching will be evaluated.

Evidences/Indicators

- SER
- Annexes
- Interview results

Recommendations:

Suggestions for the programme development

- It is suggested that comprehensive external evaluation of the program is needed

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme Monitoring and periodic review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: **IUT**

Name of Higher Education Programme, Level: **One-cycle MD program**

Compliance with the Programme Standards

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

Signatures:

Chair of Accreditation Expert Panel

Azim Mirzazadeh



Accreditation Expert Panel Members

Salome Voronovi



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