



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

**Stomatology
Tbilisi Open University**

Date of Evaluation: October 31st 2017

Report Submission Date: December 21st 2017

**Tbilisi
2017**

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Tbilisi Open University
HEI's Identification Code	202192643
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Stomatology
Level of Education	First
Qualification Granted Indicating Qualification Code	090201
Language of Instruction	English
Number of Credits	300
Programme Status (Authorized/Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Bo Danielsen, University of Copenhagen, Faculty of Health and Medical Sciences, School of Oral Health Care.
Member (Name, Surname, University/organization/Country)	Nino Korsantia, Tbilisi State Medical University, Faculty of Dentistry, Department of Odontology, Georgia
Member (Name, Surname, University/organization/Country)	Ekaterine Beshkenadze, Tbilisi State Medical University, Faculty of Dentistry, Department of Odontology, Georgia
Member (Name, Surname, University/organization/Country)	Zurab Alkhanishvili,

University/organization/Country)	Albius Dental Center; East European University. Georgia
Member (Name, Surname, University/organization/Country)	Vakhtang Tebidze Tbilisi State Medical University, Georgia

Accreditation Report Executive Summary

General information on the education programme

- Tbilisi Open University has submitted a Self-evaluation Report concerning the programme of Stomatology (0902) together with other relevant documents. From the learning outcomes and the descriptions of the subjects in the course syllabuses it is clear that the vast majority of educational objectives are concentrated on the acquisition of knowledge. Clear learning outcomes regarding clinical skills for the learners are not present in the desired number. The educational programme, however, should reflect the entire description of the Qualifications Descriptor (Article 3) presented in the National Qualifications Framework.
- The clinical training in the programme has been planned to take part at three partner institutions. The amount of time and tasks here are not in accordance with what is needed to achieve the desirable learning outcomes for such a programme as only about 14 hours per semester, the last three years are assigned the students clinical activities concentrated working on patients. Furthermore, this learning activity is purely for observing and assisting dentists. The students may acquire some skills from working on mannequins/ phantoms during this activity, however, the panel regards this far from adequate. Time to acquire clinical skills and being in contact with academic staff with extensive clinical experience is mandatory.

Brief overview of the accreditation site-visit

- At the site-visit many more information that expressed in the Self-evaluation Report and other documents were revealed.
- There seemed to be many obstacles amongst the university staff to manage the English which hampered and slowed down the processes at the site-visit.
- Understanding of the accreditation process in the university staff was somewhat lacking. When asked for documentation and presentation of data the replies were description of procedures – it was very difficult to get concrete examples on data despite the fact that the group of experts repeatedly attempted to support this.

Summary of education programme's compliance with the standards

- The programme Partially Complies with Requirements due to issues raised in section 1, 2 and 4. The learning outcomes regarding clinical skills for the learners are not well presented. And the educational programme does not represent the entire description of the Qualifications Descriptor (Article 3) in the Accreditation Standards for Higher Education Programmes as would be desirable.

The teaching methods suggested for the acquisition of clinical skills seems not to be adequate. Lack of staff with clinical experience with the whole range of the dental spectrum are lacking.

Summary of Recommendations

- Evidence for the need of dentist on the international and local labour market is required.
- Clear learning outcomes regarding clinical skills for the learners are mandatory for a programme for Stomatology (dentistry).
- The educational programme should reflect the entire description of the Qualifications Descriptor (Article 3) presented in the National Qualifications Framework. – including thorough descriptions of clinical skills and competencies.
- Secure teaching that makes sure that the desired learning outcomes regarding clinical skills and competencies can be delivered. Having clinical facilities available at the right amounts for the staff and students at the university or at the partner institutions. There should be teachers with long clinical experience with all subjects.
- It is recommended to use clinical activities and integrating the students into the clinical environment: independent work with the patients and development of practical skills (under Professor's supervision). Those clinical activities are needed to secure relevant teaching methods and learning effectiveness.

Summary of Suggestions

- It is suggested to provide some statistics of employment of dentist in relevant countries.
- It is suggested to make some reflections on the need of dentists in relation to known epidemiological data on oral health and treatment need in Georgia.
- Valuable inspiration for the development of the course can be found in the "The Profile of Undergraduate Dental Education in Europe" by the Association for Dental Education in Europe (ADEE) is highly recommended and by studying other programmes in Georgia or internationally.
- Inspiration can also be found in the DIRECTIVE 2005/36/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 7 September 2005 on the recognition of professional qualifications with regards to the dental practitioners (dentist) where article 34 describes the Basic dental training of a dentist. The learner should receive more than 5000 hours of full-time theoretical and practical training. The learner should get suitable clinical experience under appropriate supervision. Thus, the training shall provide the learner with the skills necessary for carrying out all activities involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues.
- It can be recommended to study the Contemporaneous methods of Teaching, Learning and Assessment in Dental Undergraduate Education forwarded by the Association for Dental Education in

Europe (ADEE) see <http://www.adee.org/taskforces/Contemporaneous-methods-of-Teaching-Learning-and-Assessment-in-Dental-Undergraduate-Education-Consultation-draft.pdf>

- It is recommendable to study educational objectives and curricula from other national and international dental programmes for inspiration and the ongoing development of "The Profile of Undergraduate Dental Education in Europe" by the Association for Dental Education in Europe (ADEE).
- To develop the evaluation procedures parallel to the curriculum development.
- Allocate resources to develop exchange of student and staff internationally
- Encourage staff to publish scientific articles in peer-reviewed international journals
- Establishment of a selection of instruments to most dental examinations and treatments at the university for the students to practice with
- Establishment of facilities to make infection control and sterilization of instruments in order to be able to introduce clinical exercises including examination and relevant treatment peer-to-peer and on patients when relevant.
- Benchmark with your own best performing education.
- The development of the programme could benefit a lot from benchmarking with other institutions in Georgia or international partners

Summary of best practices (If Applicable)

- The development of the programme could benefit from benchmarking with the best educations at the Tbilisi Open University.
- In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)

Compliance of the Programme with Accreditation Standards

1. Educational programme objectives, learning outcomes and their compliance with the programme

1.1 Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands

Descriptive summary and analysis of compliance with standard requirements

- There is a clear and students centred mission statement of the Tbilisi Open University in the Self-evaluation Report. The educational programme in the Self-evaluation Report state that the objectives are to focus on the development of relevant university education, basic theoretical knowledge and preparation of highly skilled specialists with practical skills, development of skills necessary for professional activities.
- The vast majority of educational objectives, however, are assigned the acquisition of knowledge. The learning outcomes, furthermore, are concentrated described very generic competencies and there is remarkable lack of learning outcomes concerning mastering health acquisition and mastering disease management in the orofacial and dental region. There is also only very little sign of this in the course syllabus. Only about 14 hours per semester, the last three years are assigned to students clinical activities. This learning activity is purely for observing and assisting dentist. The students may acquire some skills from working on mannequins/ phantoms during this activity, however, the panel regards this far from adequate.
- The Self-evaluation Report states that the Tbilisi Open University is constantly guided by international and its own analysis of the labour market based on international and local data. No such data is presented in the Self-evaluation Report nor was it presented during the site visit when the panel asked for it. Thus, it is unclear if the programme objectives take the labour markets demands into account.

Evidences/indicators

- The Self-evaluation Report has only very little focus to the Qualifications Descriptors (National Qualifications Framework, Article 3) b) applying knowledge and e) learning skills in the Self-evaluation Report in the description of the learning outcomes. For a professional education as dentistry learning outcomes applying knowledge and getting skills mastering the professions key-elements is mandatory.

- No evidence for the need of the course on the international or the national labour market has been shown.

Recommendations:

- Clear learning outcomes regarding clinical skills for the learners are mandatory for a programme for Stomatology (dentistry). The educational programme should reflect the entire description of the Qualifications Descriptor (Article 3) presented in the National Qualifications Framework.
- Evidence for the need of dentist on the international and local labour market is required.

Suggestions for programme development:

- It is recommendable to study educational objectives and curricula from other national and international dental programmes for inspiration.
- For further inspiration the ongoing development of "The Profile of Undergraduate Dental Education in Europe" by the Association for Dental Education in Europe (ADEE) is highly recommended. See <http://www.adee.org/taskforces/2017consultation.html>
- Inspiration can also be found in the DIRECTIVE 2005/36/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 7 September 2005 on the recognition of professional qualifications with regards to the dental practitioners (dentist) where article 34 describes the Basic dental training of a dentist. The learner should receive more than 5000 hours of full-time theoretical and practical training. The learner should get suitable clinical experience under appropriate supervision. Thus, the training shall provide the learner with the skills necessary for carrying out all activities involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues.

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☐ Complies with requirements
- ☒ Partially complies with requirements
- ☐ Does not comply with requirements

1.2 The content of a programme component (a course, a module, etc.) ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized

Descriptive summary and analysis of compliance with standard requirements

From the syllabus it is evident that only little time is spent on the students own clinical training. After graduating from this program it is mandatory that student should know not only how to do but also to be able to do. So in our opinion "Ability to use knowledge in practice" will not be fully achieved.

Evidences/indicators

- Component evidences/indicators are based on Self-evaluation Report, Educational program, Syllabus and interview results
- Limited evidences of the international and national labour market needs, do not allow to perform detailed analysis program's compliance with labour market needs.

Recommendations:

- More learning outcomes regarding clinical skills and time for the students own clinical training should be added to the programme.

Suggestions for programme development

- The program can be enriched adding much more learning outcomes regarding clinical skills and competencies. This should be parallel to much more training in clinical practice where the learners examine and treat patients on their own under supervision.

Best Practices (if applicable):

- Study the learning methods for the different learning outcomes at other dental educations in Georgia and intyernationally.

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☐ Complies with requirements
- ☒ Partially complies with requirements

☐ Does not comply with requirements

1.3 Programme components ensure the achievement of programme objectives and student learning outcomes of the appropriate level of qualification in the National Qualifications Framework

Descriptive summary and analysis of compliance with standard requirements

- The provided educational program is to a large extent in compliance with the competences for graduated dentist's activities and with a Higher Education Qualifications Framework. The program has few practical elements, though it is adequate for post-diploma educational system. The program's architectonics matches to some extent the needs of employment market needs for graduated dentist, although basic elements of dental clinic workflow (such as safety of medical staff and patients: radiation safety, expanded information on infection control, hazardous waste management) is not expressed well in learning outcomes. Most of the credits of the program are presented in a logical sequence and order. The learning program is in line with its goals. From the syllabus it is evident that only little time is spent on the students own clinical training.

Evidences/indicators

- Component evidences/indicators include: documents (Self-evaluation Report , Educational program, Syllabus and interview results
- There are many mistakes in syllabuses of dental subjects, and also interview results show lacking in practical outcome that is a very big problem.

Recommendations:

- Student should have much more clinical training working on their own patients under supervision. The needed learning outcomes can't be achieved by merely assisting professors in role as an assistant or as an audience.
- While students train on patients an adequate number of dental units should be allocated to this activity.

Suggestions for programme development:

- We suggest to create a small University dental clinic especially for students to start working on patients under supervision.

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☐ Complies with requirements
- ☒ Partially complies with requirements
- ☐ Does not comply with requirements

1.4 Programme learning outcomes ensure the competitiveness of its graduates on educational (at the next level of education) and labour markets

Descriptive summary and analysis of compliance with standard requirements

- It is not evident from the Self-evaluation Report and the site visit that the learning outcomes of the study programme gives the graduates the qualification to progress to the Doctorate programme (PhD – Level 3) or ensure the graduates competitiveness on the national and international labour markets as dentists.
- The graduates are lacking fundamental clinical skills and competencies that is mandatory for the labour market or the next level of education.

Evidences/indicators

- We have not been able to find any data for the employability of the graduates on the national or the international labour market in the Self-evaluation Report or appearing during the site visit.

Recommendations:

- Provide national and/or regional data for the frequency of employment of newly graduated dentists in Georgia.
- Tbilisi Open University should work on improvement of the intramural facilities. Facilities to practice clinical hygiene and work at the dental units should be established. A wider range of instruments for dental treatments should be acquired in order for the students to practice dentistry in the acquisition of clinical skills.

Suggestions for programme development:

- It is suggested to provide some statistics of employment of dentist in relevant countries.
- It is suggested to make some reflections on the need of dentists in relation to known epidemiological

data on oral health and treatment need in Georgia.
Best Practices (if applicable): <ul style="list-style-type: none"> ○ Benchmark with your own best performing education.
In case of accredited programme, significant accomplishments and/or progress
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

1.5. The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of programme learning outcomes and programme development, is established and implemented

Descriptive summary and analysis of compliance with standard requirements

- The self-evaluation report states that the different structures of the university (academic and invited personnel, Quality Management and Strategic Development Service, the Dean, Academic and Representative Senate) are involved in mechanisms for designing and developing the learning programs.
- The self-evaluation report also states that participation of graduates, student and employer is included in these mechanisms and this is determined by the statute and other legal acts.
- Participation of academic staff and employers in the establishment of this specific educational programme was confirmed during site-visit.
- Considering that this educational programme is new for the university, it is obvious that their students and graduates could not be intensively involved in the establishment of this specific programme. Although, based on the self-evaluation report and site visit, it is clear that university actively works with the students and graduates for developing the existing programmes.

Evidences/indicators

- Information gathered from self-evaluation report and during site visit.

Recommendations:

- None

Suggestions for programme development:

- Benchmark with your own best performing education.

Best Practices (if applicable):**In case of accredited programme, significant accomplishments and/or progress****Evaluation**

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme		■	

2. Teaching methodology and organization, adequate evaluation of programme mastering

2.1. Programme admission preconditions are transparent and ensure the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

- The right to study on this program has a person with full general education based on the results of the Unified National Exams, as well as foreign citizen in compliance with other rules established by law of Georgia.
- Foreign citizens before starting studies in the program are tested in English language which should comply with B2 level and also will be tested in national sciences in which the person has to overcome a minimum competency level.
- All the necessary information about the educational programs provided by the University is available on the University website. Any interested person can receive consultations, as well as additional information from the contact person indicated in the program catalog.

Evidences/indicators

- Information gathered from self-evaluation report and during site visit.

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.2 Teaching methods utilized in various components of the programme ensure the achievement of programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

- Combining different teaching methods will serve students different learning preferences and different learning outcomes. The realization and implementation of program objectives and learning outcomes is planned to be achieved through lectures, working in groups, presentations, but providing practical training courses only including phantom courses and sometimes possibilities to assist in clinical activities. Training clinical skills should be enhanced.
- There are some inconsistencies between the proportions of lecture topics (themes) and the number of hours in the course syllabus. Here most attention is paid to theoretical teaching that is based on the classical lectures style. Teaching methods relevant to development of adequate skills to adhere to the academic degree of stomatology is not expressed convincingly.

Evidences/indicators

- Component evidences/indicators include: documents (Self-evaluation Report , Educational program, Syllabus and interview results
- There are many inconsistencies, lack of coherent and international recognised nomenclature in syllabi of dental subjects which was also evident during the interviews at the site visit.

Recommendations:

- It is recommended to use clinical activities and integrating the students into the clinical environment: independent work with the patients and development of practical skills (under Professor's supervision). For this purpose, it might be needed to have a mix of a clinical base within the relevant study program in the university space, alone or in combination with extramural clinical activities. Those clinical activities is needed to secure relevant teaching methods and learning effectiveness.

Suggestions for programme development:

- It can be recommended to study the Contemporaneous methods of Teaching, Learning and Assessment in Dental Undergraduate Education forwarded by the Association for Dental Education in Europe (ADEE) see <http://www.adee.org/taskforces/Contemporaneous-methods-of-Teaching-Learning-and-Assessment-in-Dental-Undergraduate-Education-Consultation-draft.pdf>

Best Practices (if applicable):

- None

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☐ Complies with requirements
- ☒ Partially complies with requirements
- ☐ Does not comply with requirements

2.3 The sequence and admission preconditions of programme components are logical**Descriptive summary and analysis of compliance with standard requirements**

- Based on the information given in the educational program, the components seem to be well-distributed and ordered in a logical sequence;
- The prerequisites of each course are included in the syllabi and the prerequisites for the admission to the next component are logical.

Evidences/indicators

- Educational Program
- Training course programs – syllabuses

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):**In case of accredited programme, significant accomplishments and/or progress****Evaluation**

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.4 The evaluation methods of each programme component ensures the achievement of student learning outcomes of this component, which is proved by evaluation results

Descriptive summary and analysis of compliance with standard requirements

- There seems to be a well described plan for evaluating students with clear assessment criteria in accordance with the standards of the Tbilisi Open University and the Order N3 (05.01.2007) of the Ministry of Education and Science of Georgia.

Evidences/indicators

- Description in the Self-evaluation Report and evidence shown at the site visit.

Recommendations:

- None

Suggestions for programme development:

- To develop the evaluation procedures parallel to the curriculum development.
- It can be recommended to study the Contemporaneous methods of Teaching, Learning and Assessment in Dental Undergraduate Education forwarded by the Association for Dental Education in Europe (ADEE) see <http://www.adee.org/taskforces/Contemporaneous-methods-of-Teaching-Learning-and-Assessment-in-Dental-Undergraduate-Education-Consultation-draft.pdf>

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

2.5 Student evaluation criteria are transparent; students are informed about the achievement of learning outcomes, their gaps and ways for improvement

Descriptive summary and analysis of compliance with standard requirements

- Information from syllabuses which was proven at site visit shows a clear description of the assessment system and components. The course implementers are obliged to familiarize students with the course outline. The information is also available on the website/in the form of the catalogue. In addition, meetings are held with students. Information about students' achievements in the university together with academic/invited personnel is issued by the manager (this includes consultation with students).
- The assessment rules are explained in the learning process regulation documents and booklets for students contain detailed information on the assessment system, too.
- Students are informed about the assessments, shortcomings and ways of improvement:

Evidences/indicators

Description in the Self-evaluation Report, Syllabuses, Legal acts of the University and evidence is shown at the site visit

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- None

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements

Teaching methodology and organization, adequate evaluation of programme mastering			
---	--	--	--

3. Student achievements and individual work with them

3.1 Students receive appropriate consultations and support regarding the determination of their profile, planning of learning process and improvement of their academic achievement

Descriptive summary and analysis of compliance with standard requirements

- Based on information gathered through the self-evaluation report and during site-visit, administration of the university seems to have an open and direct communication with the students, and the consultations from administrative and academic staff regarding planning a learning process, about improving achievements, as well as regarding exchange programmes and future projects, are appropriate.
- The university has a regulatory electronic system which is able to help students in planning learning process.
- The aspects of academic and administrative support offered by university are listed in the self-evaluation report and was confirmed during site-visit.

Evidences/indicators

- Evidence is present in the Self-evaluation report
- We heard several good examples during the Site-visit
- It is clear that the electronic system at the Tbilisi Open University support students learning and their academic achievement

Recommendations:

- None

Suggestions for programme development:

- Involve clinical partners and others in the development of relevant clinical courses in oral and dental examination of patients and dental treatment using phantoms / manikins to simulate daily practice in the dental office early in the course.

Best Practices (if applicable):

- None

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

3.2 Academic staff workload scheme includes individual work with students**Descriptive summary and analysis of compliance with standard requirements**

- The self-evaluation report gives detailed information about the academic personnel individual work with the student. The management of the working hours is well described in the document. Other additional documentation is available as well. The presented management scheme of staffs work load seems to support and improvement the student's learning achievements.
- During our Interviews at the site-visit we found openness and interest to work with the students, and their motivation. This was confirmed by the interviews of present and past students, too.

Evidences/indicators

- Component evidences in the Self-evaluation Report and during the interviews during the site visit.

Recommendations:

- None

Suggestions for programme development

- None

Best Practices (if applicable):

- Study you best achieving course

In case of accredited programme, significant accomplishments and/or progress**Evaluation**

- ☒ Complies with requirements
- ☐ Partially complies with requirements

☐ Does not comply with requirements

3.3 The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills

Descriptive summary and analysis of compliance with standard requirements

- The university has a research department which coordinates scientific research activities and also it is responsible for getting and evaluating applications for new research projects from the students and academic staff.
- Currently there are about 15 research projects ongoing at the university and 5-10 students are involved in each project in other subjects.
- The university has a separated budget for conferences and public lectures which is divided by learning programmes.
- The university offers students free Chinese lessons and sends them to study in the Republic of China.
- In cooperation with a students' self-government and other active groups, university organizes different extra-curricular activities (sport competitions, students' conferences, public lectures, etc.).
- The university provides founding of students' participation in the conferences held abroad the country, relevant documentations and certificates were presented during site-visit.
- The programme includes components intended for development and formation of the skills for written and verbal communication, skills for using proper communication technology for searching and transferring the information, skills for constant update of the acquired knowledge etc.

Evidences/indicators

- Educational programme
- Self-evaluation report
- Site-visit
- Research projects
- Financial plan

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):

- Study the policies and activities at your partners universities

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

3.4 The institution aims to internationalise its teaching and scientific work as well as the employability of its graduates

Descriptive summary and analysis of compliance with standard requirements

- The programme is planned to be delivered in English. Tbilisi Open University has collaboration with universities in China and Turkey and exchanges students in the Erasmus programme. The programme is planned to be market for foreign students as well as Georgian residents. The programme has access to a large number of English scientific journals. Tbilisi Open University has a department of international relations and provide some funds for students and academic staff to participate in international programmes and projects.

Evidences/indicators

- The above is evident in the Self-evaluation Report and was further substantiated at the site visit.

Recommendations:

- None

Suggestions for programme development:

- Allocate resources in order to develop exchange of student and staff internationally
- Encourage staff to publish scientific articles in peer-reviewed international journals

Best Practices (if applicable):

- Study the policies and activities at your partners universities

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	<input checked="" type="checkbox"/>		

4. Providing teaching resources

4.1 The infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

- The infrastructure and technical equipment of the institution is proper for achieving the aims of the theoretical education and some of learning outcomes in relation to simulation on phantoms / manikins. The university has the auditoriums and professor rooms equipped with appropriate techniques and inventories. The modern library is present. The university has the computer center and training labs. A resource development plan confirms the potential of the program development and improvement. The university has acquired dental units but we did not see many instruments and dental materials present.
- If the programme wants to introduce the students to examining patients (and each other) and to work clinical already at the university as might be a very relevant learning opportunity for the students more instruments and facilities to make infection control and sterilization of instruments would be needed. This learning opportunity early in the programme would be extremely beneficial to the students. The time for clinical training at the partners institutions do not seems to facilitate such an approach.

Evidences/indicators

- On-site visits and University Development Strategic Plan

Recommendations:**Suggestions for programme development:**

- Establishment of a selection of instruments to most dental examinations and treatments
- Establishment of facilities to make infection control and sterilization of instruments in order to be able to introduce clinical exercises including examination and relevant treatment peer-to-peer and on patients when relevant.

Best Practices (if applicable):

- Visit already established programme to see clinical set-up

In case of accredited programme, significant accomplishments and/or progress**Evaluation**

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

4.2 Programme staff has necessary competences required for the achievement of intended learning outcomes of the component they teach, which is proved by-in case of academic staff- scientific papers written during the past 10 years (in arts field- creative projects) proving staff's competence in the relevant field; in case of invited staff -may be certified by practical experience

Descriptive summary and analysis of compliance with standard requirements

- Information from curriculum vitae's shows that professors and invited staff from fundamental subjects have necessary competences required for the achievement of intended learning outcomes of the component they teach. However, some lecturers from invited staff, especially in dental subjects lack clinical experiences. The worst example is the author of the syllabus in paediatric dentistry. We were told that this person did not even have license in this field. Clinical experience within the staff at the university seems somewhat to be lacking.

Evidences/indicators

- The above is evident from professors and invited staffs CV-s and was further substantiated at the site visit

Recommendations: <ul style="list-style-type: none"> ○ The University needs to have more experienced clinical staff among the academic staff.
Suggestions for programme development: <ul style="list-style-type: none"> ○ Study how other programmes attract experienced academic staff
Best Practices (if applicable): <ul style="list-style-type: none"> ○
In case of accredited programme, significant accomplishments and/or progress
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

4.3 Programme implementation is ensured by the administrative and support staff of an appropriate competence

Descriptive summary and analysis of compliance with standard requirements

- Evaluation of the effectiveness of structural units within the frames of the university program implementation is carried out through the monitoring process. In order to improve the student's service as well as professional development of academic personnel the university provides permanent methodological sessions, trainings, conferences and overseas visits/missions. There seems to be several English speaking members of the administrative and support staff.

Evidences/indicators

- The above is evident in the Self-evaluation Report and was further substantiated at the site visit.

Recommendations:

- None

Suggestions for programme development:

<input type="radio"/> None
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

4.4 Teaching materials are based on the core achievements in the field and ensure the achievement of intended learning outcomes
Descriptive summary and analysis of compliance with standard requirements <input type="radio"/> Tbilisi Open University has made sure to have access to a vast amount of books and international journals in English and have established appropriate reading facilities for students. <input type="radio"/> Tbilisi Open University has established a room with two dental units, have acquired some models and a few dental instruments. This was very far from being in a condition where it is up-to-date and being able to make the student of the programme able to achieve the learning outcomes.
Evidences/indicators <input type="radio"/> We saw the extensive library facilities and the students' facilities during our site visit. We were shown two dental units and a few dental instruments during our site visit. We did not see facilities to clean and sterilize instruments and we did not see instruments for many different dental procedures.
Recommendations: <input type="radio"/> More up-to-date instruments and simulation equipment is needed in order to achieve the learning goals.

Suggestions for programme development:

- Create a clinical environment that will allow students to work practically with dental procedures in the real environment at the university.
- Visit other dental programmes in order to get inspiration for creating the above mentioned facilities.
- Study how other programmes and partners develop their teaching materials

Best Practices (if applicable):

- None

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- ☐ Complies with requirements
- ☒ Partially complies with requirements
- ☐ Does not comply with requirements

4.5 Programme is financially sustainable

Descriptive summary and analysis of compliance with standard requirements

- The university has allocated finances for: continuous updating of its material-technical resources, filling up of the library's book on the latest literature program, facilitating research activities and students' small-scale educational-scientific work, arranging student scientific conferences, publishing student conference papers. The University had shown the expects a financial plan with budgets in balance.

Evidences/indicators

- Financial plan

Recommendations:

- None

Suggestions for programme development:

- None

Best Practices (if applicable):
<input type="checkbox"/>
In case of accredited programme, significant accomplishments and/or progress
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		<input checked="" type="checkbox"/>	

5. Teaching quality enhancement opportunities

5.1 There is a publicly available quality assurance system which is based on the "Plan-Do-Check-Act" cycle
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> ○ The Self-evaluation Report states that in Tbilisi Open University the compliance with standards, monitoring of quality of the study process and promoting education quality improvement is carried out by Quality Assurance Service, which operates with a common PDCA principle (Plan - Do - Check - Act). ○ The Quality Assurance Service ensures the quality of learning and the compliance with standards of the educational program and the learning courses. ○ The unit conducts an assessment of the educational program, the syllabus of the learning courses, the educational process and anonymous inquiries of students, alumni, professors and invited staff of the educational program as part of the Quality Assurance Service at the University.
Evidences/indicators <ul style="list-style-type: none"> ○ The above is evident in the Self-evaluation Report, in Educational programs evaluation mechanisms and in legal acts and was further substantiated at the site visit.

Recommendations:

- None

Suggestions for programme development:

- When visiting international partners study how they do their quality development, control and documentation.

Best Practices (if applicable):**In case of accredited programme, significant accomplishments and/or progress****Evaluation**

- ☒ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

5.2 Internal and external quality assurance results are utilized to improve the achievement of programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

- According to the information presented in the self-assessment report, internal assessment is aimed at revealing the strengths of the study process. The university is committed to achieve perfection and tries to develop education quality assurance mechanisms.
- Monitoring is carried out in order to meet the internationally recognized and established standards and to eliminate existed defects and in anonymous survey of which are involved: the students, employers, graduates and faculty. The analysis of monitoring results is carried out by SWOT analysis. Consequently, the threats and risks are determined on the base of revealing the strengths and weaknesses, respectively; then, the Departments of Quality Assurance and Strategic Development will plan to take appropriate measures.
- The external evaluation of the program is provided through the National Center for Educational Quality Enhancement that contributes to the development of quality assurance mechanisms for educational programs.

Evidences/indicators <ul style="list-style-type: none"> ○ The above is evident in the Self-evaluation Report, in Educational programs evaluation mechanisms and in legal acts and was further substantiated at the site visit
Recommendations: <ul style="list-style-type: none"> ○ None
Suggestions for programme development: <ul style="list-style-type: none"> ○ Study other programmes in Georgia and from your international partners
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	<input checked="" type="checkbox"/>		

Enclosed Documentation (If Applicable)

HEI's Name: Tbilisi Open University

Higher Education Programme Name: Stomatology

Number of Pages of the Report: 32 pages

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		<input checked="" type="checkbox"/>	
2. Teaching methodology and organization, adequate evaluation of programme mastering	<input checked="" type="checkbox"/>		
3. Student achievements and individual work with them	<input checked="" type="checkbox"/>		
4. Providing teaching resources		<input checked="" type="checkbox"/>	
5. Teaching quality enhancement opportunities	<input checked="" type="checkbox"/>		
Final Evaluation		<input checked="" type="checkbox"/>	

Expert Panel Chair's Signature:

December 21st 2017

Bo Danielsen, DDS, MBA, MIL.

HEI's Name: Tblisi Open University

Higher Education Programme Name: Stomatology

Number of Pages of the Report: 32 pages

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		<input checked="" type="checkbox"/>	
2. Teaching methodology and organization, adequate evaluation of programme mastering	<input checked="" type="checkbox"/>		
3. Student achievements and individual work with them	<input checked="" type="checkbox"/>		
4. Providing teaching resources		<input checked="" type="checkbox"/>	
5. Teaching quality enhancement opportunities	<input checked="" type="checkbox"/>		
Final Evaluation		<input checked="" type="checkbox"/>	

Expert Panel Member's Signature:

Bo Danielsen



Nino Korsantia



Ekaterine Beshkenadze



Zurab Alkhanishvili



Vakhtang Tebidze

