



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Medical Doctor, One-cycle Educational Program

Caucasus International University

27-28 April 2021

Report Submission Date

Tbilisi

HEI's Information Profile¹

Name of Institution Indicating its Organizational Legal Form	Caucasus International University, LLC
HEI's Identification Code	201951637
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Medicine
Level of Education	One Cycle Medical Doctor Programme
Qualification Granted ²	Medical Doctor
Detailed field and Code	0912 Medicine
Indication of relevant secondary education subject/subjects/group of subjects (In case of Integrated teacher Bachelor's and Master's programme and Teacher training programme)	
Language of Instruction	Georgian
Number of ECTS Credits	364
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	Accredited #687; 20.11. 2012

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Azim Mirzazadeh Tehran University of Medical Sciences, Iran
Member (Name, Surname, University/organization/Country)	Khatuna Saganelidze New Vision University, Georgia

¹ In case of joint programme, please indicate the HEIs that carry out the programme. If the joint programme is carried out in collaboration with the foreign HEI, indicating ID Number and Organizational-legal form is not obligatory

² If the programme is carried out in collaboration with the foreign HEI and the formulation of the qualification granted after the completion of the programme is different, the qualification is indicated according to the respective university

Member (Name, Surname, University/organization/Country)	Liana Saginashvili Tbilisi State Medical University, Georgia
Member (Name, Surname, University/organization/Country)	Mariam Tevzadze Tbilisi State Medical University, Georgia
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Accreditation Report Executive Summary

- **General information on the education programme**

The reviewed program is one cycle MD program in Georgian language, which previous accreditation on 2013. The program is delivered in 12 semesters with 364 credits. The program has been revised after release of new version of MD program Sector Benchmarks in 2017.

- **Brief overview of the accreditation site-visit**

The site visit conducted by NCEQE staff and involved face to face visit of CIU campus including classes, practical labs, clinical skills center and also library, and three clinics which CIU students have rotation in them during first day of visit (28 April 2021). The foreign experts participated in the site visits via Zoom online broadcast which is generally with good to excellent quality and provided enough opportunity to interact with CIU staff, clinics faculty and directly observe the amenities, and interactions.

In second day of the visit, there are 13 meetings with different stakeholders of the university and faculty of medicine including the chancellor and rector, QA staff, program director, affiliated and invited faculty members, student from different level of MD program, alumni, support service and also employers.

- **Summary of education programme's compliance with the standards**

Overall, CIU showed compliance in most areas of standards (areas 1, 3, 4 and 5) with some lapses which led to substantial compliance with standards in some of the standards.

The major concerns is about area 2 standards in which there is serious concerns about teaching & learning methods and assessment system compliance with 2017 edition of MD program Sector Benchmark.

- **Summary of Recommendations**

- It is recommended to have an argumentative position regarding the additional ECTS and understanding of the specific distribution of the ECTS, its role in the program and how it will be managed in time. This information should be transparent and clear for the students as well.
- Revising the curriculum and inclusion of chemistry, physics and biology as compulsory courses
- Increasing the contact hours of general surgery to cover such an important topic for MD students;
- Inclusion of teaching and learning opportunities about all the soft and transferable skills (especially about professionalism, clinical reasoning and decision making, use of Information Technologies) in MD program in the form of required didactic sessions/courses and integrated themes in nearly all courses to achieve the Learning outcomes which elaborated in the last edition of MD sector benchmark.

- Major revision of Teaching and Learning methods in such a way that could lead to accomplishment of Sector Benchmark Learning Outcomes.
- It is recommended that the University, for greater transparency, clearly define the criteria for academic position appointing, especially in cases where the election takes place in a different way.
- In order to ensure the sustainability of the program implementation, the names of the clinical courses and the maximum number of students who will undergo internships in the clinic should be included in the memoranda with the clinics.

- **Summary of Suggestions**

- Empowering faculty members for implementation of active methods of teaching and learning
- Basic training courses should diversify the assessment system in accordance with the specifics of the subject;
- For a more accurate assessment of the achievement of learning outcomes, it is advisable to specify the components and evaluation criteria in the programs of clinical training courses.
- More up to date edition of textbooks should be provided for students in course syllabi
- To add student service functions to the student service system
- Expanding the process of internationalization, more exchange programs available for students
- To update the new or latest editions of the paperback textbooks
- To revise the budget and redistribute funds according to priorities and needs: for example, the amount of annual funding allocated to the laboratory, as well as the amount of training for invited and administrative staff, etc.
- Better description of activities that CIU did for using external Quality assurance results in SER. For example more details about the visit of a foreign expert from CIU MD program

- **Summary of best practices (If Applicable)**

- **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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme

<p>1.1 Programme Objectives</p> <p>Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> • CIU MD program objectives have been defined clearly, reachable and realistic and are aligned with the University missions. In Provision of CIU it has been mentioned that Caucasus International University creates modern academic-scientific environment via implementing innovative methods, intercultural education and diverse university life. The university ensures raising the generation being competitive for local and international labor market as well as being aware of democratic values. The MD program objectives emphasizes on the same goals. • They have been modified and aligned with the latest version of MD program sector benchmarks.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Provision of “Caucasus International University” LLC • CIU MD program Self-Evaluation Report
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p>

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

1.2 Programme Learning Outcomes

- Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Descriptive summary and analysis of compliance with standard requirements

- The program learning outcomes have been clearly and objectively defined and including all thirteen domains based on MD sector benchmarks which the students should be able to do upon graduation
- By reviewing the documents which have been provided by the University, there are a very well-organized system for defining, collecting and analyzing data about PLO assessment. The University presents the results of students' studies by semesters and their analysis. Comparisons to Gaussian distribution were used to analyze the results. Based on this, the indirect method evaluates both the strength of the syllabus content as well as the activities of the lecturers.
- An analysis of the student results of the 12-station OSCE Center at the Clinical Skills Center is also presented.
- All the annexes presented in appendix 18 indicate that the University is constantly analyzing the process of achieving the outcomes provided by the program by the students.

Evidences/indicators

- SER report
- Program learning Outcome (PLO) Evaluation Report
- Monitoring Mechanism and Analysis of Students Academic Performance

<ul style="list-style-type: none"> • Program Learning Outcome Assessment (PLO) Mechanism
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially 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

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

<p>2.1 Programme Admission Preconditions</p>
<p>Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> • Admission requirements are transparent and ensure the admission of students with the relevant knowledge, skills and values. Admission preconditions are suitable for students, in order to achieve program learning outcomes. • Georgian citizens are enrolled in the program through the “Unified National Exams” if they exceed the established minimum level of competence in the subjects indicated by the University. Admission requirements are available to the interested parties. • In case of accreditation of the program, detailed information will be uploaded on the University website. In addition, information for students will be posted on the website of the National Center for Assessment and Examinations (www.naec.ge). • Prerequisite for student enrollment is that the entrant must pass the English language exam with at least 41 points and Chemistry-Biology with 35+1 points. • A foreign citizen is obliged to prove his/her knowledge of Georgian and English language in accordance with the rules established by law.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Educational program
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p>

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes

Descriptive summary and analysis of compliance with standard requirements

- Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. The preparatory stage of the MD Program by CIU was comprised the study of labour market, determination of stakeholders within the framework of the educational program; mobilization of information and resources and formation of the task force required to ensure planning process.
- The following stakeholders were involved in the task force at the preparatory stage of educational program: academic personnel, invited professors and teachers, practitioner specialists, employers, students. Elaborated educational program was submitted for consideration to the Quality Assurance Service which examines compliance of the program with the requirements stipulated under the University and other normative acts. After positive decision, the Academic Council has issued a resolution on approval of the program.
- In order to ensure the gradual development of the competencies the curriculum has been drafted in a logical way, by adhering to the principle of moving from the simple to more complex subjects.
- The curriculum of each course is part of the program and defines the goals and learning outcomes.
- The educational program is one-cycle and is partially built on the principle of integrating the basic and clinical disciplines in the program. By review of the SER, it is evident that both horizontal and vertical integration are implemented in the curriculum just from the beginning of the year 1 and continues toward the last semester. From the basic stage of study (from the second semester) courses such as clinical skills are introduced, to ensure the development of clinical skills in the students from an early stage of study.
- The program includes 364 ECTS credits. 351 ECTS credits are for basic courses and 13 ECTS credits are for elective courses. A total of 17 credits are allocated for clinical skills development and 12 credits for science skills courses.
- On the 1st year, English language is being taught for 9 credits, and on the 2nd year also for 9 credits.

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- The program includes 364 ECTS credits. 351 ECTS credits are for basic courses and 13 ECTS credits are for elective courses. A total of 17 credits are allocated for clinical skills development and 12 credits for science skills courses.
- On the 1st year, English language is being taught for 9 credits, and on the 2nd year also for 9 credits. From the 3rd year this gives the students' ability of education, in case to learn from medical English literature with Georgian, in order to gain modern, up-to-date knowledge.
- I - VI semesters with 184 credits are mainly devoted to the study of basic medicine. However, there is also vertical integration with clinical disciplines as well as clinical and general skills courses.
- The sequence of components in the program and the preconditions correspond the learning outcomes. The integration is horizontal, vertical and partially spiral. From the second semester onwards the development of clinical skills on manikins and simulators are incorporated in the curriculum.
- In the higher courses, students study clinical disciplines accordingly in partner clinics, under the supervision of a teacher, to develop the practical skills at the patient's bedside, for which appropriate contact hours have been allocated. The chronological order of the training courses included in the program is consistent and logical, distributed proportionally; their content evolves from simple to more complex issues, from basic - general information to field sectoral disciplines. This circumstance determines the logic of the preconditions for access to the further component of the program.
- The curriculum and syllabi describe the prerequisites for admission to each course, which is appropriate for the goals and objectives of the course.
- The educational program includes 364 ECTS credits, instead of 360. To which the Program Director could not provide convincing reasons.
- It is not clear why physics, biology and chemistry are elective classes on basic stage of study, when they are the very basis of medical education.
- There are few contact hours allocated for the study of general surgery at 59 hours and during the two semesters it should be no less than 120 hours.
- The submitted program includes 364 ECTS, which is not against the law. According to Sectoral Benchmark the medicine program consists 360 ECTS- 6 year and there is no restriction on giving more credit. However, during the interviews with head of the program and academic staff, experts could not get a clear answer of the reason why the team decided to have an additional ECTS in the program.
- According to the regulation in 3rd order 30 credits can be taken each semester and maximum 15 more credits can be taken according to the individual need. The existence of 364 credits clearly changes the approach the distribution of credits in semesters and organization process of learning schedule for students. Program Leader and Academic Staff should be aware of and understand the specifics of credit allocation and to have an argumentative position regarding the additional ECTS and understanding of the specific distribution of the ECTS, its

role in the program and how it will be managed in time. This information should be transparent and clear for the students as well.

Evidences/indicators

- Educational program and syllabi
- Results of the interviews with the academic personnel and head of the program

Recommendations:

- It is recommended to have an argumentative position regarding the additional ECTS and understanding of the specific distribution of the ECTS, its role in the program and how it will be managed in time. This information should be transparent and clear for the students as well.
- Revising the curriculum and inclusion of chemistry, physics and biology as compulsory courses
- Increasing the contact hours of general surgery to cover such an important topic for MD

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.3. Course

<ul style="list-style-type: none"> ➤ Student learning outcomes of each compulsory course/subject/module/concentration are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes; ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Overall the courses learning outcomes are in line with the program learning outcomes. Credit numbers are suitable for each courses content. • But in some basic disciplines (for example, microbiology, general pharmacology), the ratio of contact and independent working hours within the credit is not substantiated. The number of contact hours exceeds or is close to the number of hours of independent work, while the student needs much more time to prepare the material on his own. • In some cases, the teaching materials which have been mentioned in syllabi are relevant but not up to date. For example Nelson textbook of pediatrics 19th ed. (2011) or Oxford Textbooks of pediatrics (2013) have been mentioned as mandatory literature. Or Williams's textbook of Obstetrics 24 ed. (2014) has been introduced in genitourinary diseased module, which seems somewhat outdated and there are newer edition for these books.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Educational program and syllabi
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • More up to date edition of textbooks should be provided for students in course syllabi
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

Complies with requirements

- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performance and transferable skills

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

Descriptive summary and analysis of compliance with standard requirements

- The SER and related appendixes show that:
- CIU has program for covering scientific works and research related topics in its curriculum for all students.
- CIU has provided a great opportunity for medical students to be involved in faculty members scientific and research works. There are a lot of scientific meetings like introduction to some of the specialties or conferences (both those conferences which are dedicated to youth and students and also more general conferences) in which the students could contribute. The student with supervision of faculty members could contribute in competitions for grant funding of their projects. It shows that there is a vibrant atmosphere for scientific involvement of students.
- There is not any report about the practical component, how they are taught, supervised or assessed in SER. Despite lack of information in SER, by reviewing the CIU MD program document, we could find the details about clinical skills course from early stages of student study of medicine to late phases which mainly are clinical rotations with specific credits in most of rotations including internal medicine, general surgery and pediatrics. Including in this clinical skills course, there are some specific parts which are related to communication skills course. There are also courses for prevention, public health and public health management.
- Specific courses about professionalism, clinical reasoning and decision making, medical ethics and law, use of Information Technologies could not be found in MD program and syllabi documents.

Evidences/indicators

- Educational program and syllabi
- Results of the interviews with the academic personnel and head of the program

Recommendations:

- Clear inclusion of teaching and learning opportunities about all the soft and transferable skills (especially about professionalism, clinical reasoning and decision making, use of Information Technologies) in MD program in the form of required didactic sessions/courses and/or integrated themes in nearly all courses to achieve the Learning outcomes which elaborated in the last edition of MD sector benchmark.

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement

Descriptive summary and analysis of compliance with standard requirements

- Teaching methods which are depicted in MD program Document include lecture, seminar, discussion/debate, analysis and synthesis method, presentation, practical training, clinical work, teamwork, clinical teaching (Bedside Teaching), CBL, Problem Based Learning (PBL), role play, demonstration of practical skills, laboratory activity, supervision, and more. On the paper, the appropriate combination of these methods would make it possible to achieve the learning outcomes defined by the program.
- But what we could find in the syllabi and also during panel's visits from the clinics show that the main teaching and learning methods which are really in place during the basic stage (1st - 3rd academic year) are lectures, practical trainings and seminars, and in the clinical stage (4th - 6th academic year) are lectures and some small group teaching methods. The dominance of lecture in the basic sciences courses is not aligned with student-centered approach, which has been emphasized in 2.5 standards.
- The last version of sector benchmark emphasizes on a Competency Based Education approach to MD program. This means the whole program should be revised for ensuring that the graduates have achieved the defined competency at the defined level. These competencies have been developed in several areas in which the skills components are as the following:
 - Consult the patient
 - Assessment of a clinical case, assignment of examinations, carrying out of a differential diagnosis and discussion of a disease management plan
 - Provision of assistance in emergency medical situations (first aid and resuscitation

- measures)
 - Prescription of drugs
 - Performance of practical procedures
 - Apply ethical and legal principles in medical practice
 - Communicate effectively in a medical context
 - Evaluation of the psychological and social aspects related to the patient's disease
 - Application of evidence-based principles, skills and knowledge
 - Effective use of information and information technologies against the medical background
 - Use of scientific principles, methods and knowledge of biomedicine in medical practice and Research
 - Implementation of the activities contributing to health, involvement in the public health care
 - issues and effective performance in the health care system
 - Professionalism
- By reviewing the CIU MD program and also syllabi, it is evident that the program and course learning outcomes have been revised accordingly. For example in most syllabi of the clinical rotations there are such learning outcomes. (The following are from Cardiovascular and respiratory module syllabi) Upon completing the module the student is able to:
 - provide consultation to patients, collect anamnesis; physically examine a patient of both therapeutic and surgical profile with pathology of the cardiovascular and respiratory systems;
 - assign the patient proper examinations and make a correct interpretation; make a differential diagnosis of typical and common diseases, syndromes and symptoms of the cardiovascular and respiratory systems on the basis of the case;
 - think clinically and make decisions; assess and understand the complexity of the clinical case;
 - discuss a disease management plan with the patient and his/her caregivers; develop a chronic disease management plan based on the evidence;
 - identify and correctly assess conditions that require urgent medical attention; assist the patient in an emergency medical condition;
 - participate in the management of patients with both various common therapeutic and surgical diseases of cardiovascular and respiratory systems; participate in basic surgical manipulations and interventions under the supervision of a tutor;
 - acquire the principles of operative surgery, including the principles of preoperative, operative, and postoperative care and monitoring;
 - review and evaluate relevance of medication or other kinds of treatment to the patient, as well as potential benefits and risks, guided by his/her own social and ethical responsibilities;
 - defend his/her own opinion reasonably, using the principles of professional ethics when discussing clinical cases while working in a group and at conferences; listen to a different opinion and respect it, demonstrate communication ability with patients, colleagues, patients' relatives.
 - adhere to patients' rights, ethical and legal principles in the doctor-patient relationship;
- It is obvious that there is a real need to major involvement of students with patients and patient care for accomplishing such a great task to enable all students to perform all the above mentioned outcomes). But it is evident that the total contact hours during clinical rotations are 3 hours/day. At least 1 and in some rotations 2 hours devoted to lectures and only 1 to 2 hours remain for group activity in which among many other activities, attending ward rounds or observing patient visit by faculty members have been mentioned in some of the clinical rotations. You could see an analysis of all rotations in the following table.

No.	Title	Teaching & learning Supervised patient engagement	Assessment (portfolio, OSCE, Mini-CEX)
1	Allergology	-	-
2	Anesthesiology	+	-

3	Clinical hematology	-	-
4	Clinical skills (communication)	-	OSCE
5	Dermatology	+/-	-
6	Emergency medicine	+	-
7	Infectious diseases	+/-	-
8	Maxillofacial surgery	+	-
9	cardiovascular and respiratory	+	OSCE
10	Module- clinical medicine	+/-	OSCE
11	Module- oncology and palliative care	-/+	-
12	pediatrics	-	OSCE
13	Module- diseases of genitourinary	-	OSCE
14	Obstetrics & Gynecology	+	OSCE
15	Pediatric surgery	+	-
16	Pediatrics- advanced course	-	OSCE
17	Psychiatry	-	-
18	Rheumatology and systemic diseases	+/-	-

- Just putting the learning outcomes in the syllabi is not sufficient and it should be accompanied by major revision in teaching and learning methods. This needs a more in-service training of medical students under supervision and receiving feedback on their performance.

Evidences/indicators

- Educational program and syllabi
- Site visits

Recommendations:

- Major revision of Teaching and Learning methods in such a way that could lead to accomplishment of Sector Benchmark Learning Outcomes

Suggestions for programme development:

- Empowering faculty members for implementation of active methods of teaching and learning

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

- o The person conducting the study component will introduce to the students the multi-component procedure for assessing student knowledge at the very first meeting, where he / she will present the syllabus and purpose of the course.
- o Scheduled procedures ensure that the student is informed about the results achieved and the existing shortcomings and provides an opportunity to improve learning outcomes. Thus, the assessment criteria are transparent, so the students are fully informed.
- o Based on the Self-Evaluation Report the student assessment system is satisfactory and is absolutely in line with the standards.
- o Oral, test quizzes, midterm and final exams are used to assess students' knowledge and skills. Theoretical knowledge is assessed by the following methods: quiz, presentation, abstract / paper, oral survey, case analysis, etc.
- o Practical and clinical skills assessments include: practical skills demonstration method, Objective structured clinical examination (OSCE).
- o Each component of the education program focuses on achieving learning outcomes and is consistent with specific learning methods. The 100-point system for assessing the achievement of learning outcomes in the educational program has been developed and successfully used at the University. 60 points are provided for during the semester evaluations and 40 points for the final assessment. Notable, that the assessment system in basic subjects is almost unified and is mainly used for oral survey, quizzes and midterm. Recommended that assessment system should be more close to the length and specifics of the disciplines.

- The interview revealed that the staff involved in the program has the lack of knowledge of some latest assessment approaches and methods and need training.
- The experts could not get a detailed answer on what principle a student is re-admitted to the exam if he/she failed to pass with one of the disciplines included in the module.
- Students get the information about knowledge assessment methods and criteria from the course curriculum through the learning process management system “Goni”. Through the same system, students get information about the current, intermediate and final grades obtained during the entire educational process. The examination process is supervised through the Quality Assurance Service.
- Despite all achievements that CIU has on assessment related to the first part of 2.6 standards, there are serious concerns about the compliance with legislations that have been mentioned in the second part of 2.6. Based on latest edition of MD program sector benchmark, the assessment methods should be able to show the achievements of learning outcomes by the graduates. Therefore there are a toolbox of assessment methods including portfolio and Workplace Based Assessment including Mini-CEX. By reviewing all the clinical courses/rotations, it is obvious that only in 3 rotations the students should pass an OSCE and there isn't any evidence of using portfolio or Mini-CEX in clinical rotations.

No.	Title	Assessment		
		portfolio	OSCE	Mini-CEX
1	Allergology	-	-	-
2	Anesthesiology	-	-	-
3	Clinical hematology	-	-	-
4	Clinical skills (communication)	-	OSCE	-
5	Dermatology	-	-	-
6	Emergency medicine	-	-	-
7	Infectious diseases	-	-	-
8	Maxillofacial surgery	-	-	-
9	cardiovascular and respiratory	-	OSCE	-
10	Module- clinical medicine	-	OSCE	-
11	Module- oncology and palliative care	-	-	-
12	pediatrics	-	OSCE	-
13	Module- diseases of genitourinary	-	OSCE	-
14	Obstetrics & Gynecology	-	OSCE	-
15	Pediatric surgery	-	-	-
16	Pediatrics- advanced course	-	OSCE	-
17	Psychiatry	-	-	-
18	Rheumatology and systemic diseases	-	-	-

Evidences/indicators

- Educational program and syllabi

Recommendations:

- Major revision in assessment methods which should be used in clinical rotations to ensure that achievement of Learning outcomes such as portfolio and Workplace Based assessment like Mini-CEX

Suggestions for programme development:

<ul style="list-style-type: none"> • Basic training courses should diversify the assessment system in accordance with the specifics of the subject; • For a more accurate assessment of the achievement of learning outcomes, it is advisable to specify the components and evaluation criteria in the programs of clinical training courses.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially 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

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects

3.1 Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none">○ Student counseling issues are well-organized as indicated in self-assessment and this is also noted by the interviewed students, they receive information from the administrative and academic staff. At the beginning of the semester a schedule of consultation hours are set, consultations are held every week for 16 weeks and the time of their holding is indicated in the syllabus of the training course.● The university has an electronic learning process management system "Goni" and constantly gets to plan the learning process and academic achievements. Despite such a system which provide enough information to the student about their course of study and academic progress, but it seems that the information about students' services is not included in it.● CIU has a career development office which provide consultations about career development and employment issues to the students.● There are also employment forums which provide up to date information from the private and public sectors to the student about employment and job offers.● As for international student mobility, the MD program conducts exchange programs under the "Erasmus+ ". We interviewed current students, one of them was already in Poland on a 2-month training course and the other is scheduled to visit in August. Although it is a valuable source for student exchange and international experiences for medical students but it seems not so extensive which could cover a majority of students.
Evidences/indicators <ul style="list-style-type: none">● Regulation of the university educational process● Statute of the Faculty of Medicine● Materials for employment forums● Consultation table● Library regulations● University Educational Process Management System "Goni"
Recommendations: <ul style="list-style-type: none">○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
Suggestions for programme development:

<ul style="list-style-type: none"> • To add student service functions to the student service system • Expanding the process of internationalization, more exchange programs available for students
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>3.2 Master's and Doctoral Student supervision</p>
<p>Master's and Doctoral students have qualified thesis supervisors</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> ○ Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable)
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ Component evidences/indicators including relevant documents and interview results
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development

<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially 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	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	•			

4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives

4.1 Human Resources

- Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;

- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence

Descriptive summary and analysis of compliance with standard requirements

- The University has a "Regulation for Holding Academic Positions", according to which the University has an important task of ensuring the attraction of highly qualified staff; The activities of the University are carried out by elective and appointed academic, administrative and support staff. The academic position is elective and the procedure for selection is determined in accordance with the "Rules for Electing on Academic Position".
- Number of Academic/scientific/invited staff in regards to Students enrolled on the program is 97/532, number of affiliated academic staff in regards to Students enrolled on the program 44/532, Academic/scientific Staff ration to Invited Staff 50/47. The number of academic/scientific/invited staff is adequate to the number of students and balance between academic and invited staff ensures programme sustainability.
- It should be noted as well, that the University has recruited staff who do not hold a doctoral degree. According to the Institution's "Regulation for Holding Academic Positions", an individual can be appointed to Academic position, without holding a relevant academic degree, in case of "having qualification in accordance with the profession. In this case, the qualification is to be confirmed with professional experience, special trainings or/and publications. The individual having relevant qualification is considered the one possessing necessary competences for getting learning outcomes within the framework of the program". Such regulation is allowed by the legislation as well, but since academic positions are held by individuals without an academic degree, it is recommended that the University, for greater transparency, clearly define the criteria for such type of academic position appointing, which should be public and accessible. Whereas the Medicine Sector Benchmarks of Higher Education itself requires the following in the case of staff involved in clinical courses:
 - Professor: pedagogical - at least 6 years, clinical - at least the last 9 years,
 - Associate professor: pedagogical - at least 3 years, clinical - at least the last 5 years,
 - Assistant Professor: Clinical - at least the last 5 years;
 - Assistant - doctoral student in clinical specialty,
 - Invited specialist / teacher: Clinical - at least the last 5 years.
- All of the above makes it clear that professional experience is already included and mandatory, consequently, it cannot be a basis of appointing the Academic Position for a person without an academic degree. It is advisable to define the additional specific criteria for those seeking the academic position without possessing the relevant academic degree (e.g. PhD).
- Simultaneously, during the interviewing of the academic staff selected in the aforementioned manner, the lack of information on selection criteria and process was revealed.
- According to the "Human Resource Management Policy", the University has developed the following mechanisms to increase and maintain human resource's motivation: a) adequate remuneration of labor; B) financial incentive taking qualification and the volume of additional work into consideration;

C) Promotion, giving a higher position and etc. Caucasus International University also describes in detail the benefits for affiliated staff in the document Encouraging and Promoting Academic Scientific Staff for Quality Scientific Research".

- However, the rate of staff (both academic and invited) mobility (turnover) is quite high by years. For example, in the 2019-2020 academic year, the academic staff turnover rate was 30.5%, although the University announced new competitions and accepted 34 individuals as a new academic staff. The selection of academic staff with an exceptional special approach was used in the new competition as well.
- Balance between numbers expressed in academic and invited staff ensures program sustainability, but the turnover of staff involved in the program threatens the sustainability of the program, so it is essential to identify the problem and support the motivation and interests of affiliated staff to maintain and ensure program sustainability.
- The qualifications of the Head of Program meet the requirements for the position. It should be noted the educational program is implemented with the support of the University Administration and the Educational Process Management Service, under the periodic monitoring and supervision of the Quality Assurance Service.
- The program is directly served by competent administrative and support staff. Their qualifications that during the interview the Head of Program did not have complete information on the issues surrounding the program, it is desirable to have more involvement in the process.
- The educational program is implemented with the support of the University Administration and the Educational Process Management Service, under the periodic monitoring and supervision of the Quality Assurance Service. Concluding labor relations by University depends on terms of an academic year and the 1st of September is considered to be the starting point. A labor agreement, for the employee not being hired for a specific task, is concluded before September 1. The term of the agreement is extended according to the workload of an academic year from September 1 –for a year.
- The qualification of invited staff or teachers is proved by relevant knowledge, experience and competencies.
- HEI has academic and invited staff workload scheme, which is updated every semester. Workload of administrative and assisting staff is accounted by Human Resource Management Service, while workload of the academic staff is accounted by Monitoring Service.
- The program is directly served by competent administrative and support staff. Their qualifications correspond to the functions to be performed.

Evidences/indicators

- Affiliated, academic, invited, administrative personal files
- Regulation for Holding Academic Positions
- Rules for Electing on Academic Position
- Human Resource Management Policy
- Job descriptions;
- Interview results
- Survey results conducted by higher education institution;

Recommendations:

<ul style="list-style-type: none"> • It is recommended that the University, for greater transparency, clearly define the criteria for academic position appointing, especially in cases where the election takes place in a different way.
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>4.2 Professional development of academic, scientific and invited staff</p>
<ul style="list-style-type: none"> ➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis; ➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> • The University pays attention to the professional development of the staff, which leads to the improvement of the institution's activities and the increase of competitiveness in the educational space. Trainings for professional development of academic staff are provided by the University; research projects are funded in frame of small grants. • Personnel appraisal mechanisms vary according to the categories of employees and the heads of the relevant structural units are involved in their development. The evaluation process is technically supported by the Personnel Management Service. The University Quality Assurance Service regularly evaluates both academic and research activities of the

academic, research and visiting staff implementing educational programs. Informs the results to the academic, scientific and invited staff. Assessment is conducted quarterly. Assessment is conducted each semester. Questionnaires and lecture monitoring protocols are presented by the University, which reflect the content of the staff evaluation. Evaluation results are used by the Quality Assurance Service for the planning of trainings and professional development of academic, research and visiting staff. For example, four teachers underwent University-funded training on "Conducting and promoting problem-based teaching sessions", and in 2019, three representatives of Medical Program staff were trained in the "Objectively Structured Clinical Examination (OSCE) - Conduct and Assessment Methodology". University organized a training on the topic: Modern technologies in medical education (March 5, 2018).

Evidences/indicators

- Mechanisms to facilitate scientific and research activities
- The mechanism for using research results in personnel management and development
- Budget of the Medical education program
- University Strategic Development and Action Plans
- Interview
- Training Materials

Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements

Partially complies with requirements

Does not comply with requirements

4.3 Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

- During the facility inspection, auditoriums equipped with the learning process (Boards, projectors, computers), and fully equipped examination rooms (60 computers) were observed. Auditoriums and conference halls equipped with appropriate equipment.
- The Microbiology and Immunology Laboratory has been established to implement the MD program in HEI, which meets all the requirements for laboratories and is equipped with modern equipment and consumables. The Pandemic issue prevented the training to be performed in the laboratory. Clinical skills center has been established for the implementation of the program components, where simulators and mannequins are presented.
- For clinical teaching (clinical rotations), the University has signed memoranda with various multidisciplinary clinics in Tbilisi, which provides clinical rotation in all clinical subjects covered by the curriculum. Memoranda are general and do not take into account the number of students or the name of the clinical course. During the interview, the administration noted that a specific agreement is made at the beginning of each semester.
- The University has established a "Center for the Anti-Tumor chemotherapeutic drug Synthesis and Research", which is equipped with the necessary equipment. The center allows students to engage in research.
- The university has an OSCE Examination Center equipped with the necessary equipment and managing e-system.
- The university has an original design library building, with cozy and pleasant environment for reading and relaxing is created. The library space is comfortably arranged, with individual spaces and a reading rooms. On the second floor there is an open bookcase. Library keeps all the core literature indicated in the syllabi as well as other teaching materials. International electronic library databases are available for students. It is suggested to update the new or latest editions of the paperback textbooks.

Evidences/indicators

- Site visit
- Signed Memorandums and Contacts
- Documents certifying the possession of infrastructure,
- technical equipment and library resources;
- Documents certifying involvement in international electronic library database;

Recommendations:

- In order to ensure the sustainability of the program implementation, the names of the clinical courses and the maximum number of students who will undergo internships in the clinic should be included in the memoranda with the clinics.

Suggestions for programme development:

- Suggested to update the new or latest editions of the paperback textbooks

<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p>Does not comply with requirements</p>

<p>4.4 Programme/faculty/school budget and programme financial sustainability</p>
<p>The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> • The 2021 Program budget was presented by the university, according to which the funds are redistributed for different needs. For example: Chemistry and biochemistry, as well as microbiology and immunology laboratories. The budget provides sources of financial support for the program. The annual expenditure according to the 2021 budget is 9000 GEL. At the same time in the program budget we see that the cost of publishing-printing - 10,000 Lari, and translation and editing - 20,000 Lari. The opinion of experts is that. the amount of funds should be redistributed according to the priorities of the teaching process. The laboratory needs a lot more money to manage the quality of the learning process. • The annual budget for contracted medical facilities for clinical rotations is GEL 22,000. Most recently, the University set up a "Center for the Anti-Tumor chemotherapeutic drug Synthesis and Research", which was funded by the Chancellor's budget of 1,321,200 GEL. • 6000 GEL has been allocated for the training of professors implementing the program, although the sums for the training of invited and administrative staff are not mentioned. • Proof of procurement is submitted by the University.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Budget of the program of Medicine; • Budget of the Faculty of Medicine; • Interview results.

<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • It is desirable to revise the budget and redistribute funds according to priorities and needs: for example, the amount of annual funding allocated to the laboratory, as well as the amount of training for invited and administrative staff, etc.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially 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	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		✓		

5. Teaching quality enhancement opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant

data is collected, analysed and utilized for informed decision making and programme development on a regular basis.

<p>5.1 Internal quality</p>
<p>Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Based on SER , there is a robust system for Quality Assurance of MD educational program. It includes all phases of development to implementation and finally the outcomes of the program. It includes several surveys including students, Alumni and employer forms which ask these stakeholders about the quality of the program and uses their results for improvement of the program. Despite full description of the system, there is nothing about evidences that this system is working. The SER is mostly description of Rules and regulations without examples that show how they have been implemented and what are the results. By searching the attached documents (in English) you could find several survey and summarization forms and also the full description of the guidelines. Review of the related documents in Georgian shows that CIU used these system to evaluate MD program performance and its improvement.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Quality Assurance Mechanisms and Effectiveness Management • Statute of Quality Assurance Service of the University; • Faculty Statute; • Regulation of the Educational Process Management Department; • Rule for regulating the learning process; • Special forms of survey of professors, students, graduates and employers (applications/questionnaires about assessment of an educational program, an academic course, a professor, a syllabus, etc.);
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

Although there isn't comprehensive information about how CIU used the recommendations of 2013 accreditation of its MD program, but since there were a lot of reasons for delaying of external visit of CIU MD program NCEQE after 2013 and CIU was not the culprit of such a delay, it seems that CIU has did its job in this regard.

Evidences/indicators

- Self Evaluation Report

Recommendations:

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

Suggestions for programme development:

Better description of activities that CIU did for using external Quality assurance results in SER. For example more details about the visit of a foreign expert from CIU MD program

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

5.3. Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement

Descriptive summary and analysis of compliance with standard requirements

- Based on SER, there is a system for periodic review of the MD program. The faculty members (both affiliated and invited), students, personnel, alumni and employers are involved in this process and the results of such review are used for improvement of the program. Although in SER, they referred to a lot of Annexes as the supporting document but none of them could be find in submitted English material. By reviewing the Georgian documents it is evident that CIU conducts periodic review of MD program with involvement of different stakeholders and used the results for improvement.
- Meanwhile the evidences about student satisfaction survey is absent and considering the importance of such surveys it is a major concerns about the quality of program monitoring and periodic review

Evidences/indicators

- SER
- Annexes in Georgian Language

Recommendations:

Suggestions for programme development:

- o Non-binding suggestions for programme development

Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

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

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

Evaluation

Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements

Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	✓			

Enclosed Documentation (If Applicable)

HEI's Name: Caucasus International University

Higher Education Programme Name, Medicine

Level of Education: One cycle medical doctor

programme

Number of Pages of the Report: 34



Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Educational programme objectives, learning outcomes and their compliance with the programme	✓			
2. Teaching methodology and organization, adequate evaluation of programme mastering		✓		
3. Student achievements and individual work with them	✓			
4. Providing teaching resources		✓		
5. Teaching quality enhancement opportunities	✓			

Expert Panel Chair

Chair	Azim Mirzazadeh, Tehran University of Medical Sciences, Iran	
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Expert Panel Members

Member	Liana Saginashvili Caucasus University/ Georgia	
Member	Khatuna Saganelidze Black Sea University/ Georgia	
Member	Mariam Tevzadze (Student expert) Caucasus University/ Georgia	