Accreditation Expert Group Report on Higher Education Programme

One-Cycle Educational Programme of Certified Medical Doctor

LTD Teaching University Millennium

Date(s) of Evaluation
20-21 January 2022

Report Submission Date
29 March 2022

Tbilisi

HEI's Information Profile[1]

Name of Institution Indicating its Organizational Legal Form	LTD Teaching University Millennium
HEI's Identification Code	204379083
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	Medical Doctor
Level of Education	One-cycle (7)
Qualification Granted[2]	Medical Doctor (MD)
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	English
Number of ECTS Credits	360
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Azim Mirzazadeh, Tehran University of Medical Sciences, Tehran, Iran
Member (Name, Surname, University/organization/Country)	Irine Pkhakadze LEPL Akaki Tsereteli State University, Kutaisi, Georgia

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[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)	Jilda Cheishvili LTD ALTE University, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Irakli Gagua COO Gagua Clinic, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Giorgi Abuladze LEPL Tbilisi State Medical University, Tbilisi, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**

  The reviewed program is a new one-cycle MD program in English language. Theprogram is delivered in 12 semesters with 360 ECTs credits.

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

  The site visit was organized by NCEQE and on TUM campus including 9 meetings (with different stakeholders of the university and faculty of medicine including the rector, Vice-rector, QA staff, head of the program and an external adviser, affiliated and invited faculty members, practice tutors/supervisors and also employers) and visit of classes, practical labs, clinical skills & simulation center and also library (20 January 2022). All the team members including the foreign experts attended the visit in-person. Since the program is new one, there was no MD students and alumni, although we have interviews with students and alumni of Pharmacy and dentistry programs.

  On the second day of the visit (21 January 2022), after a meeting with QA department, two clinics where the TUM students will have their rotation in were visited.

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

  Standard 1 – 1.1: complies; 1.2: substantially comlies with requirements

  Standard 2 – 2.1: complies; 2.2: complies; 2.3: substantially complies; 2.4: partially complies; 2.5: partially complies; 2.6: partially complies with requirements

  Standard 3 - 3.1: partially complies with requirements

  Standard 4 - 4.1: partially complies 4.2: partially complies; 4.3: partially complies; 4.4: complies with requirements

  Standard 5 - 5.1: complies; 5.2: complies; 5.3: partially complies with requirements

- **Summary of Recommendations**

  1. Ensure serious involvement of all principal stakeholders including faculty members and students in the process of development of the program, including its Los
  2. Design a robust system for evaluation of outcomes achievement

3. It is recommended to clearly define learning outcomes in study courses (pathology 1, pathology 2, methods of diagnosis 1, and method of diagnosis 2, Syllabi-CAP) and in competency map.
4. The competency mapping (levels 1 to 3) should demonstrate student progression more explicitly.
5. It is recommended to provide mannequins which are necessary to achieve learning outcomes of MD program
6. It is recommended to provide appropriate set up for observation of examinee during OSCE examinations by examiners in OSCE stations.
7. It is recommended to increase the number of hospitals for the clinical courses.
8. Negotiation with clinics to provide more spaces for TUM students teaching purposes
9. Orient the clinics about the details of expectations of TUM for students clinical rotations
10. Revisiting all the syllabi to provide teaching and learning methods appropriate for attainment of course objectives and Learning outcomes
11. It is recomened to train all staff in modern teaching methods in medical education.
12. Matching the evaluation methods and Learning outcomes based on sector benchmark
13. Recommended clear explanation of assessment criteria in syllabi.
14. Clarifying the appeal process
15. Students must be provided with proper mechanism for appeal
16. Students local and international involvement in academic activities such as projects, events, conferences and research fellowships needs to be addressed more seriously
17. Providing more information about career counselling and support center to the students
18. Ensure the ownership of the study materials (PBL cases, scenarios) on the institutional/ programme level instead of individual level that will make program sustainable.
19. Identify teaching and scientific workload norms and create individual work plan for staff.
20. Ensure sustainable development of the programme by significant number of full-time staff (academic and administrative)
21. Improve competences of English language of some teaching staff.
22. program should show the operation of the teaching and academic work evaluation system on the ground both on formative and summative aspects
23. The programs needs tremendous efforts for staff development in the field of medical education development including hands on courses and workshops on curriculum design and development, teaching and learning and assessment.
24. Ensure classes with enough number of seats for differents students' cohorts.
25. Ensure that there is adequete number and proper set of equipment for the MD courses in the clinical skills center
26. Provide enough space for the library.
27. Strengthen cooperation with Clinical bases
28. It is recomended to increase employers' and students' involvement in QA process
29. It is necessary to communicate closely with employers and share their views in the process of developing the learning outcomes of the program;
30. Programme monitoring and periodic review processes must ensure systematic involvement of all stakeholders in the development and data analysis.
31. The internal assessment system of QA at University has to assess study and research activities, analysing and using of assessment results for further development possible planning, managing and monitoring to accomplish strategic goals and mission.

- **Summary of Suggestions**

  1. It would be better if the University will work for the affiliation with hospital
  2. Students must be provided with proper mechanism for appeal
  3. Students local and international involvement in academic activities such as projects, events, conferences and research fellowships needs to be addressed more seriously
  4. Providing more information about career counselling and support center to the students
  5. At least the head of the program has to be affiliated with the University
  6. CVs should be updated regularly in agreement with regular assessment of the academic performance.
  7. Conducting comparison with local labor market about the tuition fee
  8. It is suggested to conduct the programme development survey anonymously and ensure in-depth approach, so that the results obtained can be productive and direct to improve the program.
  9. It is suggested to involve maximally alternative program students and alumni in the self-assessment process when elaborating a new 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

1.1 Programme Objectives
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

Descriptive summary and analysis of compliance with standard requirements
Programme objectives are clear, realistic and achievable; It defined the set of knowledge, skills and competences the programme aims to develop in graduate students. They illustrate the contribution to the development of the field and the society; are consistent with the mission, objectives and strategy of the HEI;   As noted in the mission of the university, the aim of this program is to provide society with qualified medical doctors. Objectives of this program have been provided in documents and are accessible on the website. It is worth mentioning that the website is containing MD curriculum which is available for public but it is not specified that this program is currently under accreditation process.   The program objectives take into consideration the local labour market demands, trends of international labour market, also, science/field, state and/or societal development needs, and it was concluded that program objectives were in line with international labour market requirements.   Program objectives reflect programme internationalisation issues as it is clearly mentioned that the aim of this program is to provide graduates with skills that are in compliance with national and international standards. Although there are documents in Annex 9: internationalization which show agreements and cooperations with other organizations but Most of them are 4-5 years old and are not focused on MD program   Program objectives are public and accessible on the website.

Evidences/indicators
- University Website: https://millennium.edu.ge/en/mission-2/   - LTD Teaching University Millennium Self-Evaluation Report   - Annex 1: MD program and syllabi   - Annex 9: internationalization   - University Missions and objectives   - Interview results

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

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   Programme learning outcomes: ○ are consistent with programme objectives and focus on the overarching knowledge, skills and/or the sense of responsibility and autonomy defined by the programme content;   ○ are measurable, achievable and realistic. Clinical sciences are oriented towards patient-centered approach and effective communication, evidence-based diagnosis, treatment, and motivation for LLL have also been written.   ○ Content related to research skills, methods of diagnosis and Evidence-Based Medicine. Understanding a patient in a broad social, cultural, etc. contexts, and global aspects of medicine alongside applying ethical, legal and professional responsibilities in medical practice have also been stated with sufficient support of documents.

- are consistent with the appropriate level of education according to the National Qualifications Framework (NQF) and with the qualification to be awarded;
- are based on the sector benchmarks developed based on the NQF;
- consistent with employment demands of programme graduates and enable graduates to continue their education on the next level of education.
- consistent with the peculiarities of the field and labor market demands and it was concluded that program objectives were in line with international labour market requirements.
- Although in SER, TUM mentioned that learning outcomes are established with the participation of all programme stakeholders (academic/scientific/invited staff, students, graduates, employers, etc.), but during interview with faculty members, we found that at least in some areas such as professionalism, the faculty members are not familiar even with its basic concepts. Therefore, it could not be ensured that all the stakeholders of the programme are familiar with programme learning outcomes.
- Although the program is new and has not any enrolled students, it could use some input from the students of other disciplines for development of the Learning Outcomes.
- Although there is a document as annex 4 which describes the mechanism for evaluation of the level of achieving the learning outcomes, but there are two major problems. It is too general and don't cover the requirement of an appropriate system for outcome evaluation. The second problem is lacking any evidence which shows it is working on the ground. For example sample of evaluation data and evaluation report or meeting minute which shows how TUM used the evaluation result for improving the quality of the program.

Evidences/indicators

- University Website: https://millennium.edu.ge/en/mission-2/
- LTD Teaching University Millennium self-evaluation report
- Annex 1: program and syllabi
- Interview with faculty members during site visit
- Annex 4: assessment of learning outcomes

Recommendations:

- Ensure serious involvement of all principal stakeholders including faculty members and students in the process of development of the program, including its Los
- Design a robust system for evaluation of outcomes achievement

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

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

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.

2.1 Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions
Descriptive summary and analysis of compliance with standard requirements
o The precondition for admission to the program "Medical Doctor (MD)" at Millennium teaching university is transparent and accessible through the University website, confirmed by reviewing the self-evaluation report and interviews with the University team. The admission rule relies on the legislation "The Law of Higher Education" and the Georgian Ministry of Education and

Science regulation and includes passing Unified National Examinations. The University holds an interview with the prospective international students who have the right to study without passing the Unified Entry Examinations (Foreign citizens and stateless persons who have received general secondary or equivalent education in a foreign country). For those candidates' mandatory requirement is to confirm their English language proficiency on B2 level. In the document entitled as "the rule of determining the linguistic competence of a student at LLC Teaching University Millennium" there are several articles including evaluation of language competency, methodology of competency evaluation (A, B, C level) exams, appellation and results.

o Mobility is allowed according to the order N10 / N (04.02.2010) on the basis of the confirmation of the transfer procedure between higher education institutions.

Evidences/indicators

o TMU MD Program
o Self-Evaluation Report
o Website : https://millennium.edu.ge/wp-content/uploads/2021/12/MD-program-Eng1.pdf
o rule of determining the linguistic competence of a student at LLC Teaching University Millennium
o Interview

Recommendations:

o none

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

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

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

- o In annex 3 there is a clear guideline for planning, development and determining the compliance with standards and improving stages of the program. Since the program is new and not implemented yet, it is not possible to provide evidences on how HEI has used the results of the evaluation for its improvement.
- o Program content, volume and complexity corresponds to higher education level; and consists of 360 credits in 6 academic years.
- o Programme content takes programme admission preconditions into consideration; it includes 4 courses on Georgian language (16 ECTs) distributed from semester 1 to 4, which seems appropriate for an English language MD program that admit foreign students.
- o Programme content and structure is consistent with the qualification to be granted and ensure the achievement of programme learning outcomes.
- o Teaching and scientific-research components of the programme (including each individual course) are sequential and logically structured as biomedical science is included in the first two years, preclinical courses in the third year, clinical courses in forth and fifth year and higher levels of practice in the sixth year.
- o Admission preconditions to the next component are also adequate.
- o Programme is structured in accordance with Georgian Legislation and European Credits Transfer System.
- o Program content takes new research findings and modern scientific achievements into consideration as topics such as public health, gender issues and etc. are included.
- o Doctoral degree programme ensures students to choose elective components of the programme in accordance with the objectives of the educational programme. According to the documents, student are able to have 17 elective credits during the 6 years of study.
- o During site visit interviews, it was shown that stakeholders have been involved in this process and some students were also present in order to show the involvement of students.
- o Higher Education Institution ensures publicity and accessibility of programme related information (English version of MD program) in the university website.

Evidences/indicators

- o University Website: https://millennium.edu.ge/en/mission-2/
- o LTD Teaching University Millennium self-evaluation report
- o Annex 3: Program planning and development

o   Interview

Recommendations:

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

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

    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

2.3. Course
➢ 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.
Descriptive summary and analysis of compliance with standard requirements o   The educational MD programme is partially integrated; study courses in the curriculum are based on the pre-requisite knowledge and skills already acquired by students, and courses are associated according to the principle of heredity. o   The syllabi include the following information: Name and type of the course /module, Course Volume according ECTs system, course implementer, course aim, Prerequisites, learning

- outcomes, student's assessment system and criteria, teaching & learning methods, course content, learning resources.
  - o The number of credits awarded for each module/course is appropriate with the content of the course and ensures the achievement of the desired outcome.
  - o The learning outcomes of all separate training courses and modules as a whole create the program's learning outcomes, defined by the sectoral benchmark and by the qualification descriptor.
  - o The competency map illustrates the three learning outcomes 1 - Introduction, 2 – Deepening, 3 - Mastering.
  - o Learning outcomes are introduced in lower level courses and then further developed in clinical courses, but according to syllabi (pathology 1, pathology 2, methods of diagnosis 1, and method of diagnosis 2) and competency map many field competences are indicated on mastering level when the same competences of clinical courses on the next study years are indicated on Deeper level. Mentioned fact does not demonstrate student's progression. Consequently, it makes us think that over the years the program has provided students with knowledge and skills with neither updates, nor improvements and it makes impression that the program is not aimed at professional growth of students by mastering field competences.
  - o In some study courses (Syllabi-CAP: linical and Professional Skills I, II, III, IV, V, VI, VII, VIII, IX, X, XI , XII) the learning outcomes include only skills, when course contents include topics such as: Infection prevention and control, Assessment of physical development, Mental status examination; Vital signs measurement; that definitely ensure students with relevant knowledge.
  - o The required literature in the syllabi are relevant to the learning outcomes of the course.
  - o The required mandatory literature is available for students electronically online.

Evidences/indicators
o Educational program, syllabi o Competency map o SER document

Recommendations:
o It is recommended to clearly define learning outcomes in study courses (pathology 1, pathology 2, methods of diagnosis 1, and method of diagnosis 2, Syllabi-CAP) and in competency map. o The competency mapping (levels 1 to 3) should demonstrate student progression more explicitly

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

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

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
- o Reviewing the attached documents and the results of the interviews show that the educational program "Medical Doctor" partially ensures the development of students' practical and scientific research skills.
- o The development of practical skills starts from the first semester and extends till the end of the program. All in all, it contains twelve courses (one each semester) – under the studying course Clinical and Professional Skills (CAP I-XII). Besides, the development of clinical skills at the clinical stage is ensured mainly by the clinical courses, such as: Internal Medicine, Surgery, ENT, OBG, etc.
- o Inside the building Millennium Teaching University has clinical skill laboratory to promote practical skills. There are different types of rooms: ER, ICU, operation, Delivery, ENT and others.There is the microbiology and pathology lab – with relevant specimens, microscopes and other equipment. Anatomy lab with a few anatomy moulages and a VR system, laboratory for telemedicine, etc.
- o All the cilinical skills and simulation center rooms (at fisrt floor) are equipped with CCTVs which are controlled by a staff in a room on second floor of the main building. In contrast to the information which has been provided by the TUM staff, these CCTVs could not be used for observing of the students performance during an OSCE examination, because of their fixed nature which limits the appropriate angel for close observation of the students performance. It means that they are just for security resaons not for assessment of students.
- o The University conducts clinical activities in six clinics (based on contracts/memoranda). One MoU hase been cancelled during the visit (Evexi Trauma Hospital). None of them is affiliated with TUM. Agreements/memoranda with employers take into consideration the number of students (twelve students at one time), also the aim (defined in memoranda) and duration of practice.

- o During the site visit to the hospitals (Ltd Aversi hospital and In Vitro Clinic) expert group found that the space in hospitals is not enough for studying (only one room for lecture and one room for group work in each hospital). In one hospital (Aversi clinic) the administration is aware about the details of MoU and the hospital roles and responsibilities to the TUM students. This was in sharp contrast to the In Vitro clinic, in which the administration and staff didn't know anything about the details and mentioned that just signed the MoU.
- o The development of scientific skills begins at earlier stage of the programme and takes place in a spiral form. Nineteen credits of mandatory teaching modules are allocated to it; the student takes a mandatory course of academic writing, epidemiology, biostatistics, evidence-based medicine and at the end of program students should write the project under the studying course project (6 ECT). Most programme training courses/modules envisage small research skills development components - essay, abstract, presentation.

Evidences/indicators

- o Relevant memorandums with institutions;
- o Map of course competencies
- o Program Medical Doctor with syllabi
- o SER
- o Personal CV
- o Interview results
- o Environment (University, hospitals)

Recommendations:

- o It is recommended to provide mannequins which are necessary to achieve learning outcomes of MD program
- o It is recommended to provide appropriate set up for observation of examinee during OSCE examinations by examiners in OSCE stations.
- o It is recommended to increase the number of hospitals for the clinical courses.
- o Negotiation with clinics to provide more spaces for TUM students teaching purposes
- o Orient the clinics about the details of expectations of TUM for students clinical rotations

Suggestions for programme development:

- o It would be better if the University will work for the affiliation with hospital

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

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

The Self-Evaluation Report and the program documentation state that the curriculum is implemented with student-oriented teaching-learning methods. Although TUM describes various teaching meth0ods relevant to the course objectives, focused on learning outcomes including lectures, seminars, Problem-Based Learning, Case-Based Learning, brainstorming, debates, discussion, lab work, group work, etc, but during review of syllabi it is obvious that only lecture and seminar have been used regularly in most preclinical courses. We could find PBL in some syllabi that is too imited in duration, and also without any details. It could not be considered a full PBL because full PBL needs more than one session (usually three sessions for one topic). In clinical phase, it is the same. Although there are several teaching and learning methods in the syllabi, such as clerkship, case based learning, clinical case presentation, presentation of a clinical skills and professionalism, there is only vague term of practical work without any further elaborations in the table as the teaching method. Teaching and learning methods for courses such as communication skills and leadership are also limited to lecture and seminar that is not adequate for ensuring the achievement of Learning outcomes.

During the interview the expert panel detected that majority of staff are not ready for using modern teaching methods in a studying process, for example: CBCR or 0Clerkship. Only one lecturer described the PBL class process. Also, there is no case bank (for PBL/case studies and etc. sessions) - the explanation from university side was that it is intellectual property of the head of the programme.

Individual learning plan is regulated by the "individual learning plan elaboration and developing process" (approved by rector).

Evidences/indicators

o   Program Medical Doctor, syllabi
o   Interview result

o   SER
o   "Individual learning plan elaboration and developing process" (approved by rector)

Recommendations:

     o   Revisiting all the syllabi to provide teaching and learning methods appropriate for attainment of course objectives and Learning outcomes
     o   It is recomened to train all staff in modern teaching methods in medical education.

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

     o   Significant accomplishment and/or progress made by the programme after previ
     o   ous 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
 Students' evaluation in the medical program at the Millennium teaching University is based on in order N3, 05.01.2017 of the Minister of Education and Science of Georgia (order on Approval of

Rule for Calculation of Higher Education Program Credits) and is regulated by the rule of studying process of TUM.

Based on sector benchmark, achievement of many of outcomes need to be assessed by Mini-CEX and Portfolio or 360 degree evaluation which means evaluation by a Global Rating Form by several people including faculty members, senior students, nurses and even patients. In reviewing several clinical rotations, there isn't any evidence that show implementation of such methods for assessment.

There are evaluation methods to measure knowledge and skills during the studying process. Including: Oral, presentation, Demonstrate practical/clinical/professional skills, Evaluation of clinical examinations, OSPE/OSCE, Research paper, Quiz, etc.

Even for OSCE, there is a specification about using Standardized Patients. There isn't any description about Standardized Patients Program for hiring and training of SPs and using them during OSCE. Regarding the Objective Structured Clinical Examination, the checklist has been sent to the expert panel. In the syllabi it does not clearly describe the number of the stations and at least small notes how exam will be conducted.

The assessment criteria need to be more transparent in some courses, for example Evaluation presentation (syllabus for Project) did not define it clearly when does the student get 17 points and when 20 points (17 – 20 points - *The topic is clearly defined. Includes a variety of sources from scientific libraries and high-quality jour*nals), or when do they get 10p or 16p (1*0-16 points - The topic and research question are presented. Includes major research articles from scientific journals in the field*).

For students it should be more clearly defined what is the meaning of "minor" and "some" mistakes (syllabi CAP- T*he student performs a procedure with minor mistakes - 3 points, the student performs a procedure with some mistakes – 2 poin*t)

Based on the content of the document entitled as the "regulation of study process" we found the article 7 which says '*students have the right to appeal*' and article 8 point 14 says '*all exams could be a subject to appeal and a regular appeal committee is appointed by the rector'*; There is no other information provided regarding the issue. Therefore the site visit team could not ensure about the clear definition of appeal process in TUM

Evidences/indicators

- Program Medical doctor
- Syllabi
- SER
- Interview results

Recommendations:

- Matching the evaluation methods and Learning outcomes based on sector benchmark
- Recommended clear explanation of assessment criteria in syllabi.
- Clarifying the appeal process

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
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

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

- o Millenium academic staff is highly motivated to provide students with high quality teaching information and help them during studies.
- o As Millennium MD program has not students yet, interview was conducted with pharmacy and dentistry programme students. Most of these students had been admitted at the Batumi teaching university, which later became a part of Millenium teaching university (some of the students had prior learning experience in Ukraine and Turkey as well). Most of the students had major communication challenges when interviewed in English. None of them was involved in any kind of international or local academic event/conference/research fellowship. Some of them recalled that they have football team and students are actively involved in this process.
- o Based on the interviews we have conducted with students of pharmacy and dentistry, the students are not aware of any process for appeal. New e-learning system is under process of development and they are going to consider this problem in new platform.
- o In self-evaluation document career developing and support center is mentioned though students could not recall any support from this organization.

Evidences/indicators

- o Self-Evaluation Report- TUM
- o Interview with University Administration team, Self-Evaluation team, Head of Programme and Programme Coordinators, Academic Staff, Tutors, Invited Staff, University & Faculty QA
- o Electronic portal of students. (E-Learning)

Recommendations:

- o Students must be provided with proper mechanism for appeal
- o Students local and international involvement in academic activities such as projects, events, conferences and research fellowships needs to be addressed more seriously
- o Providing more information about career counselling and support center to the students

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

- 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

3.2 Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors

Descriptive summary and analysis of compliance with standard requirements

o 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)

Evidences/indicators

o Component evidences/indicators including relevant documents and interview results

Recommendations:

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

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

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

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   o The program is implemented by the academic and invited staff (28 academic and 46 invited)   o Academic staff was selected through competition, the recruitment of invited specialists carried out according to the internal regulations of the Teaching University. The qualification of the programme implementing personnel is in compliance with their qualification requirements, and current legislation.   o 2 professors and 6 associate professors are affiliated with Millennium University according to SER, but it should be mentioned that documents of affiliation are not signed and affiliation to Millennium is not mentioned in many CVs; majority of CVs need an update.   o The total number and balance of academic and invited staff ensure implementation of the academic process, but methodology of planning for the number of staff is general and gives no

sufficient information about teaching and scientific workload norms and individual work plan of staff. For many subjects (Clinical and Professional Skills I, IV, V, informatics system in health, Academic writing, Surgery II, Ophthalmology, Infectious deseases, Health insurance, Surgery IV, Dermatology, Evidence based medicine, Surgery V, Leadership, Toxicology, Maxillofacial surgery, Child Neurology, Reproductive Medicine) only one member of staff (affiliated or invited) is assigned with no substitutes. Meeting with the Academic and Invited Staff and interviews revealed lack of competences of English language of some medical educators.

- o Head of the programme, Associate Professor of Millennium university is fully qualified and personally involved in the programme development, but besides the Millennium she has the employment contract and ongoing research projects at 4 universities: ILIAUNI, SEU, EU, GAU and Head of program has no affiliation with institution, so there is no dedication of her scientific papers published in international scientific journals to Millennium university. At the same time head of MD program Assoc. Prof. of the Millennium holds professor's academic position at two other universities (SEU, GAU), In this case there should be considered function of head of Millennium program, according to the regulatory document she has to "coordinate program development, implementation, monitoring and development activities; head is responsible for compliance with accreditation standards and she participates in the program's internal and external evaluation, technical monitoring and academic expertise", moreover it was mentioned during interview that study materials like PBL cases and scenarios are not shared in the program documentation because they belong personally to the head of the program, this fact threatens the sustainability of the program.
- o The educational program is carried out with the support of the University administration and other management services. The program is served with the competent administrative and support staff, but there are part-time employments they mentioned during interview, that they are also holding administrative positions at other universities (Vice rector). It is worth mentioning that it might interrupt their involvement in management and administration processes.
- o Meeting with the practice tutors/supervisors and the interview revealed that the role of tutors in the implementation of the program is still unclear, their functions are not strictly identified, forms of communication and processes of accountability are not defined and therefore not aware by tutors.

Evidences/indicators

- o SER
- o The rule of electing the academic and invited staff;
- o Personal files of academic/invited staff;
- o Interviews

Recommendations:

- o Ensure the ownership of the study materials (PBL cases, scenarios) on the institutional/programme level instead of individual level, that will make program sustainable.
- o Identify teaching and scientific workload norms and create individual work plan for staff.
- o Ensure sustainable development of the programme by significant number of full-time staff (academic and administrative)

o   Improve competences of English language of some teaching staff.

Suggestions for programme development:

- o At least the head of the program has to be affiliated with the University
- o CVs should be updated regularly in agreement with regular assessment of the academic performance.

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

4.2 Professional development of academic, scientific and invited staff
➢ 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
Descriptive summary and analysis of compliance with standard requirements There are several forms and questionnaires for evaluation of scientific and teaching activities of academic, scientifita and invited staff and also a document as the rule Rule for the Academic and Scientific-Research Work of Academic and Invited Staff. SER doesn't included any examples or solid evidences that the system is working and the mentioned rule is implementing. By reviewing the annexes and attached documents we could not find any further documents which that the teacher evaluation system is in place and provide feedcak to academic staff (formative evaluation) and uses its results for decision making (summative evaluation)

Millennium has developed an appropriate mechanism to encourage staff; The programme budget for the 2021-2022 academic year provides 25000 GEL (bonus/supplement/incentive) for those involved in the implementation of the programme.

There are some training and workshops for faculty members regarding new teaching and learning methods including CBL and OSCE. The number of participants is small and the duration of workshops are short. Also, there isn't any information about the goals & objectives of the workshops and what happened during the online events. The budget of the 2021-2022 academic year provides 40,000 GEL for the professional development of academic and invited staff, and 15,000 GEL for business trips.

We couldn't find any document which shows the TUM plan to provide substantial funds to support the mobility of students and academic staff in the future or funding for the internationalization of the programme.

Evidences/indicators

- Site visit
- Self-evaluation report
- Interviews
- Evaluation Rule for the Academic and Scientific-Research Work of Academic and Invited Staff;
- Research development policy;
- Rules for submission and funding of staff and student initiatives and projects;
- Programme Budget.

Recommendations:

- program should show the operation of the teaching and academic work evaluation system on the ground both on formative and summative aspects
- The programs needs tremendous efforts for staff development in the field of medical education development including hands on courses and workshops on curriculum design and development, teaching and learning and assessment.

Suggestions for programme development:

Best Practices (if applicable):

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

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Evaluation

☐ 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

- o Administration of the implementation of the MD Program takes place at the main campus of the university at the following address: Tbilisi, 35, Ksani Street.
- o Classrooms for the teaching courses for this program are well-equipped with computers and other necessary devices/tools. The number of seats in each class was less than 25-30. This means that each cohort of students (TUM intened to admit 50-60 students each year) could not be placed in these classes. This is has major impact for the curriculum planning and implementation. It needs to divide each cohort of students to two parallel groups and provide all courses for both of them each semester. It has a major burden of the university and staff. It has not mentioned in the documents that have been submitted by TUM and this leads to major concern about TUM administration awareness about this challenge.
- o Clinical Skills Center is located on the first floor of the university. 8 rooms are equipped with simulation manikins and equipment. Surveillance system used for OSCE exams is functioning.
- o It should be mentioned that clinical skills center cabinets are equipped with advanced technologies such as laparoscopic unit, surgery room, patient ventilation, etc. however, it is obvious that core manikins and equipment for clinical training of MD students are not yet provided.
- o Staff informed expert panel that additional material order is placed and HEI provided invoices.
- o Still, university needs to increase the number of manikins and core equipment for comprehensive clinical training needed for this program.
- o During site visit expert panel visited two clinical bases. Aversi Clinic are willing to cooperate with institution and agreement is in place. Clinic is receiving students from several universities, however, space allocated for students are limited. Other than the conference room, 1 room is allocated for all the students.
- o LeaderMed (in-vitro clinic) - teaching in Obstetrics and Surgery will be provided in this facility in the future. It should be mentioned that Clinic is newly built and these services are not functioning and planned for. Experts had a chance to meet with several dedicated staff including Director. They weren't aware of the details of how the process will be held and at this time they had just an agreement signed. The good point is that university is not cooperating with any other university for graduate programs at this time, which could be beneficial for the university.
- o University should increase the number of clinical bases and also deepen cooperation with existing hospitals, as it was clear during interviews that mostly they are not aware about details of their cooperation and in most cases just signed agreements are in place.

- o The core literature determined by the syllabi and other literature are located in the digital library of the university which ensures the achievement of learning outcomes of the educational programme. The students have access to the international electronic library databases. Based on the site visit, all the books of the library are irrevlenat to the field of medicine and also outdates. It seems the library shelves are currently used as the repository of archived non-medical books.There are 12 desk for students and 5-6 computers for using digital library which are not sufficient for the number of the students intended to be admitted each year besides current pharmacy and dentistry students. The rules for using the library are defined by the library regulations. The book fund of the library is recorded in the inventory books.
- o Wi-Fi is available in all areas of the building. Fire prevention system and elevator are also functioning. The electricity was shut down during the visit for a very long time and stable supply was not maintained.
- o Cafeteria and Training ground are also placed in the university.

Evidences/indicators

- o Self-evaluation report
- o Interview
- o Site visit
- o Invoices
- o Agreements

Recommendations:

- o Ensure classes with enough number of seats for differents students' cohorts.
- o Ensure that there is adequete number and proper set of equipment for the MD courses in the clinical skills center
- o Provide enough space for the library.
- o Strengthen cooperation with Clinical bases

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

4.4 Programme/faculty/school budget and programme financial sustainability

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

Descriptive summary and analysis of compliance with standard requirements

Univesrity provided budget for program which is reasonable and could be achieved.

However, it should be mentioned that tution fee is higher compared to the local, which raises concern whether university will be able to attract planned number of students. Provided document of lobaur market overivew is focused on international market, and program is not compared with the ones on local market.

Evidences/indicators

- o Self-evaluation report
- o Programme Budget
- o Site visit
- o Interviews

Recommendations:

Suggestions for programme development:

- o Conducting comparison with local labor market about the tuition fee

Best Practices (if applicable):

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

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

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.

5.1 Internal quality

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.

Descriptive summary and analysis of compliance with standard requirements

The structural unit responsible for implementing mechanisms for quality assurance in the Millennium university is the Quality Assurance Department that carries out the evaluation of the academic and scientific research work, as well as the professional development of the staff. The internal evaluation is directed at maintaining strengths and eliminating weaknesses. Activities of the Quality Assurance Service follow the PDCA cycle.

According to the interview with the Head of Quality Assurance Service the staff involved in the implementation of the educational programme actively cooperates with the Quality Assurance Department in the process of evaluating the implementation of the educational programme. This collaboration includes participation in programme development surveys, many questionnaires are in place for the implementation of mentioned goals of internal quality management. The Head of Quality Assurance noted the programme's academic, invited and administrative staff were involved in drawing up self-evaluation report.

The Satisfaction Survey of the academic and invited staff involved in the development of the MD educational programme was conducted through an anonymous electronic survey; 56 people took part in the survey. The analysis of results of survey shows the staff confirms the compliance of the

learning outcomes of the program with the specifics of the field and the requirements of the labor market.

It is noteworthy that 100% of Staff confirms that the program provides the opportunity to pursue learning at a higher level of education, mentioned result raises questions and causes suggestion: to conduct the survey as possible anonymously and in-depth, so that the results obtained can be productive and direct to improve the program. It should be mentioned that

Alternative program students and alumni were missing in the self-assessment process.

Evidences/indicators

- o SER document
- o Interview results

Recommendations:

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

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Suggestions for programme development:

- o It is suggested to conduct the programme development survey anonymously and ensure in-depth approach, so that the results obtained can be productive and direct to improve the program.
- o It is suggested to involve maximally alternative program students and alumni in the self-assessment process when elaborating a new 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

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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

5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

The teaching University Millennium collaborates with the National Centre for Educational Quality Enhancement, the educational programme recognizes external quality evaluation results for the development purposes. Head of QA department stated that by following the evaluation of this accreditation process, the University ensures the development, refinement of MD program and, consequently, better achievement of the learning outcomes set by the program. The recommendations received during the accreditation will be taken into account by the University after the launch of the programme.

The educational programme was evaluated by an independent expert at the design stage. The programme implementing staff had reviewed external evaluation and nearly twenty recommendations were taken into account and the program has been edited, teaching and assessment methods were refined; The prerequisites have been revised and corrected, assessment criteria have been detailed in course syllabuses, staff has been trained in the development of OSCE exams.

According to documents for external evaluation of the programme, Millennium also uses evaluation by programme stakeholders, involving industry professionals and employers, but the representatives of employers were not able to demonstrate their input to the formation of the programme, when asked during interview about their demands or suggestions, no clear answer was given.

Evidences/indicators

- o   Self-Evaluation Report
- o   Report of an external evaluator;
- o   Educational programme and syllabi.

Recommendations:

- o

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

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
- According to the TUM "Quality assurance mechanisms", programme is monitoring and evaluating on a regular basis. According to the document above the evaluation is carried out by involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information, but during the interview employers and students did not confirm their involvemevent in the evaluation process.   - The University is planning to evaluate research, work and professional development of staff in each academic year. The evaluation deadlines for the implementation of educational programs are written and shall be implemented according to the schedule. Although the MD program is new but it is expected that this evaluation of research, work and professional development of staff should has been implemented for the running programs.   - Each year, the Programme Head submits an internal self-evaluation report to the Quality Assurance Department; the programme's academic, invited and administrative staff are involved in drawing up that report.   According to the interview with the head of QA department, if it is necessary, programme staff utilizes developmental peer review with the purpose of programme improvement.

Evidences/indicators
- Quality Assurance Mechanisms.   - Rules for evaluating the teaching and research work of academic and invited staff

o   SER   o   Interview results

Recommendations:

- o It is recomended to increase employers' and students' involvement in QA process
- o It is necessary to communicate closely with employers and share their views in the process of developing the learning outcomes of the program;
- o Programme monitoring and periodic review processes must ensure systematic involvement of all stakeholders in the development and data analysis.
- o The internal assessment system of QA at University has to assess study and research activities, analysing and using of assessment results for further development possible planning, managing and monitoring to accomplish strategic goals and mission.

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

- 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

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:

LTD Teaching University Millennium

Higher Education Programme Name, Level of Education:

Medical Doctor (MD) One-Cycle Educational Programme
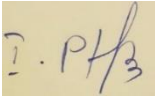
Number of Pages of the Report:

35

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

Azim Mirzazadeh	*Azim Mirzazadeh*

Expert Panel Members

Irine Pkhakadze	
Jilda Cheishvili	
Irakli Gagua	
Giorgi Abuladze	