განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Medical Doctor one-cycle educational programme

LLC Kutaisi University

Date(s) of Evaluation 1st/2nd March 2022

Report Submission Date 18.04.22

Tbilisi

HEI's Information Profile[1]

Name of Institution Indicating its Organizational Legal Form	Kutaisi University Legal entity under private law Limited Liability Company
HEI's Identification Code	212677094
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Medical Doctor
Level of Education	One-cycle Level 7
Qualification Granted[2]	Medical Doctor (MD)
Detailed field and Code	Medicine (0912)
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 ECTS
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	Conditionally Accredited,№ 351830, 29.04.2020

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Mairi Scott University of Dundee, UK
Member (Name, Surname, University/organization/Country)	Dr Jilda Cheishvili Dean of Alte University Medical School, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Dr Irine Pkhakadze

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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

	Dean of Akaki Tsereteli State University Medical School, Kutaisi, Georgia
Member (Name, Surname, University/organization/Country)	Dr Irakli Gagua COO at Gagua Clinic, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Giorgi Abuladze Student at Tbilisi State Medical University, Tbilisi, Georgia

Accreditation Report Executive Summary

- ### General information on the education programme

Kutaisi University (UNIK) was founded in 1991, and from November 2, 2018, 100% of the university was owned by Europe University Ltd. It was granted conditional accreditation for it's One cycle Medical Doctor (English) programme on 29th April 2020. The accreditation was for 2 years and during that time a considerable amount of work has been done to adapt the programme to comply with the Higher Education Program Accreditation Standards, the National Qualification Framework, and the sectoral characteristics of the Educational Program in Medicine. In addition the developments were designed to meet the changes in internal institution regulatory mechanism which cover all relevant planning and delivery processes based on a widespread spectrum of views of staff, students and key stakeholders in the region.

The programme is 6-year programme leading to the award of 360 credits over 12 semesters. It is partially integrated (vertically and horizontally) and structured in three stages - basic, preclinical, and clinical and in order to allow students to develop clinical thinking and basic clinical skills from the outset the programme delivery uses a mix of PBL, CBL methodology and the assessments are a mix of traditional essays and OSPE/OSCE examinations in the first two phases. In the Clinical phase the assessment is through observed activities held as part of the clinical attachment within a range of different clinics and performed by different supervisors.

At the time of evaluation there were only a small number of students enrolled in the first year of the programme and only one student who is on campus. The other 11 are studying remotely from their homes in India. All of the 11 students have only commenced the programme in the last 3 or 4 months.

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

The Self Evaluation Report and associated documents were sent to the expert panel on 21st February 2022. The panel identified the particular Standards which best matched their expertise although all members reviewed all the documents and prepared areas of enquiry for the 1.5-day review meeting schedule for 1st/2nd March 2022. The review was conducted on-site at Kutaisi University (with some contributors joining by Zoom) and during the visit the panel identified several documents which were needed to add further information and evidence and these were submitted just after the visit was completed.

Day 1 &2 Meetings; These were conducted according to the planned timetable of meetings with the University Administration, the Self-Evaluation team, the Heads of programme, the Academic staff, Invited staff, Employers, Students, and the QA department. All members of the expert panel asked questions of the KUTAISI UNIVERSITY representatives and contributed to the informal feedback given to Kutaisi University at the end of the visit.

Day 1 &2 Site Visits; Although 1 of the 5 panel members was unable to attend the first half of the site visit in person, the visit was made accessible to all expert panel members through the use of a mobile phone video camera and this allowed additional input/questions from the remote panel member. The whole panel took part in the site visit for the 2nd day, in an *in-situ* manner. Specific clinics areas chosen for the visit were the Medical Centre of Western Georgia and the Western Regional Centre for Modern Medical Technologies.

The clinical environments where students will be able to see patients under supervision were visited (wards areas, clinic areas, Emergency room) along with a Simulation Centre, some classroom areas and conference facilities. The physical capacity in terms of number of students who could be accommodated in each space was discussed.

There was also a tour provided of the facilities at the UNIK main campus medical school building and this include teaching laboratory areas, classrooms (small group and larger group) and flexible teaching space, the Simulation Centre, and the library. Again the number of students that could be accommodated in these spaces was discussed.

Finally, there was a short summary presentation of the findings of the Expert Panel given to the senior Faculty members and it was emphasized that this would be shared in more detail with the faculty through the release of the draft report. There was an exchange of mutual thanks for the shared experience and the opportunities the process had created for learning and development.

A draft report was submitted to NCEQE on 30th March 2022 and the Argumentative position of UNIK was returned on 13.04.22. These were fully considered by the Expert panel and some minor changes were made to recommendations in Standards 1, 2 and 5. However the panel felt that the other points raised overall did not require any changes to be made to the final report except in some areas where a small amount of additional information has been provided.

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

Overall, the programme is mostly substantially compliant with the regulations, (see table on page 47) however there are some areas which need attention, particularly Standard 2.4 and 2.6 and Standard 4.1 which are only partially compliant, and if addressed at this stage in the programme development will prevent future challenges occurring later on in the Clinical Phase when it is fully operational. The integrated programme is appropriately based on the educational pedagogy underpinning the curriculum and assessment design and is aligned to the National Qualification Framework and the Sector Benchmarks for Higher Education Medical Programmes.

Standard 1

1.1 Kutaisi University stated they considered their MD programme to be unique to the region by being based on local cultural norms however the alignment with local considerations would be strengthened by having a locally based qualified team able to fully consider and understand these local needs through experience.

1.2 The teaching staff induction training should include elements that supports the tutors to fully understand their role and in-put into the on-going improvement of the MD programme based on the results of the assessment of the programme learning outcomes.

Standard 2

2.1 It is recommended to ensure high quality of entrance exams for selection of students with relevant knowledge, skills and competency of English language.

2.2 It is recommended to transfer the teaching of Bioethics Issues and Communication Skills to early phase of program (I-II study years)

2.2 The addition of Medical Informatics course to the compulsory courses is recommended

2.2 It is recommended to distribute the courses in a logical sequence, specifically to change pediatrics I (taught in the VII semester) and pediatrics II (taught in the XII semester)

2.2 It is recommended that target benchmarks of programme learning outcomes are defined

2.3 The distribution of contact/independent hours in the course; Introduction to Clinical Diagnostics :I and II is not consistent and should be reviewed.

2.4 It is recommended that the current plans for placements of large numbers of students in the hospitals be revised to be based on both the physical capacity of the hospital to accommodate student numbers and the capacity of the clinical staff to teach students in dedicated classroom type spaces away from busy clinical areas.

2.4 It is recommended that the course 'Clinical and Professional Skills V' be taught by physicians.

2.5 It is recommended that further training in PBL and CBL methodology is carried out to ensure that all lecturers understood not only the pedagogy that underpins the method but also how to operationalize it as tutors.

2.6 The current use of tutors as OSCE assessors should be discontinued to ensure there is no bias and that the assessment judgments are independently made.

2.6 Given the importance of assessing the development of students' clinical skills effectively throughout the programme and especially in the Clinical phase where many of the higher-level skills are developed and refined it is recommended that intensive training in assessment of appropriate clinical staff be undertaken.

2.6 It is recommended that the school address the problem of having delivered a one student OSCE by considering the option of allowing that student to re-take the OSCE along with the other 11 students due to arrive shortly under a strict no-detriment policy in order to validate that student's grade at a future date.

2.6 Given that the number of students in this first cohort is low and may limit the effectiveness of adopting the recognized approach to Standard Setting the advice of a psychometrician before future OSCE assessments should be sought and implemented.

Standard 3

3.1 Although student numbers are very small and students have only been enrolled on the programme for a short time there was some lack of understanding about some elements of the programme. In particular there appeared to be limited understanding of the assessment process appeal system which given the importance of that issue should be addressed as part of the overall ongoing communication strategy.

Standard 4

4.1 A programme of work with the creation of timeframe for staff development is needed to ensure consistency in the standards of clinical teaching and assessments being delivered by all staff including those staff who will be delivering in the Clinical Environment.

4.1 The current plan to recruit faculty and invited staff who are based in Tbilisi and expected to travel regularly to Kutaisi to teach is logistically challenging and is inherently risky particularly as student numbers increase. A risk assessment with clearly identified mitigation actions should be established and reviewed annually along with any necessary modification to the current plan.

4.1 Students should be attached to clinical teaching areas where there are sufficient numbers of subject specialist teachers and supervisors able to communicate in English.

4.1 In order to achieve a sustainable plan that matches the employment of sufficient appropriately qualified staff (including those with English language skills) with the planned increase in the number of students UNIK should include English language indicators in the Methodology process they have for calculating staff numbers.

4.1 The role and functions of all teaching staff and supervisors must be clearly defined and shared with the appropriate staff in order that they are aware of their responsibilities towards fulfilling their intended function to help students achieve the programme skills and competencies.

4.2 Further training in clinical assessments (DOPS/MinCEx etc.) should be delivered along with the development of an effective approach to monitoring the delivery of teaching particularly in the first few years of programme delivery.

Standard 5

5.3 The Governing body and the Programme committee are integral to the fulfillment of all institutional and programme requirements and achievement of the standards. At present these groups meet as and when necessary (albeit quite often), however a more formalized schedule of meetings (annual calendar) and consequential reporting systems is necessary to provide effective oversight of the programme and the possibility of early intervention through anticipation.

- **Summary of Suggestions**

Standard 1

1.1 The stakeholders need to be better informed about the contribution of the MD program of UNIK to the development of the field and the society.

1.1 It is suggested to increase awareness of the program at national and international levels

Standard 2

2.2 It would be beneficial to student understanding of the curriculum and how it fits together to increase vertical integration of the program.

2.2 It is desirable to take into account the current problems for the healthcare of the population of Georgia in the curriculum and to increase the hours in training courses (e.g. epidemiology)

2.4 Capacity within clinics to provide access to appropriate number of patients across all clinical subject areas may change as student numbers increase and the integrated curriculum develops further and it is suggested that Kutaisi University keep this matter under close review

2.5 The consideration of introducing a student portfolio both for use in recording student learning experiences and reflective practice is an excellent idea. However it is important to first be clear exactly the purpose of the portfolio and its' nature as well as the appropriate balance between using it as a learning tool and/or an assessment tool.   An exploration of the pedagogical basis for introducing portfolios and the current literature describing the experiences of them is recommended as a way to start.

2.5 The creation of a case bank for PBL/CBL will be a good investment for future sustainability as it will enhance the scale, scope, and quality of the cases available to the students.

Standard 3

3.1 Given the challenging start all first-year students have had in beginning their studies the school should consider offering additional academic and pastoral support to seek out any additional needs they might have. This should include coordinating their programmes of studies to integrate the student who is already on campus and those that we have been told are due to arrive very soon.

3.1 If the plan for the students currently studying online arriving by the end of March/Early April is not realized, then the school should consider using the mobility options they have in the programme to offer the single student the opportunity to study with other on-campus students at a different institution.

Standard 4

4.1 As the scope and scale of the number of students increases and consequently the number of clinical teachers involved increases it is suggested that the uptake and success of the ongoing training in modern teaching approaches should be evaluated through a process of self-assessment/regular needs assessments.

4.2 In order to share ownership of maintaining the standards of teaching required for the successful delivery of the programme with all faculty and invited staff a system of peer-review of teaching might be considered.

4.2 Given that the language of student instruction is English then the opportunity to enhance faculty and invited staff English language skills through the introduction of all staff training to be carried out in English could be considered.

4.2 The intention to create a Research Institution in Kutaisi with staff and students involved is commendable however a more focused consideration of the subject areas that are likely to be developed quickly might 'model the way' and so help encourage all staff to take an active part in research development.

4.3 The facilities at the university are currently sufficient for low numbers of students however infrastructure expansion and development planning should be in place to cope with the increasing number of students (100 per annum intake).

Standard 5

5.1 In addition to the suggestion on Portfolio development in Standard 2.5 it is important that the Quality Assurance department be involved at the earliest stage of portfolio development planning so as to ensure that the data collected within the portfolios is accessible in a way that supports programme monitoring and programme improvement.

5.2 The relationships Kutaisi University have with colleagues in other medical schools in Georgia and particularly the European university might be leveraged to offer advice on programme development and delivery and invitations to some of these senior colleagues to act as 'external examiner' to the programme is a way of allowing regular oversight with suggestions for improvement from people working in similar context and environments.

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

Standard 4

4..2 Kutaisi University has created an ambitious plan to foster research as a core part of the university from the outset. They wish to be seen as a research institution with research development, collaboration and impact as a fundamental part of the new programme. They have introduced a process to encourage all staff to come forward with ideas for research projects along with creating back-up plans for funding these developments should initial budgets be insufficient.

Standard 5

5.1 The Quality Assurance processes that have been embedded into the development of the programme are comprehensive, well organized and forward looking.

- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

Kutaisi University have progressed towards a fully integrated spiral curriculum with horizontal and vertical alignment in an appropriately planned manner however progress has been limited due to the impact of the Covid-19 pandemic on international student recruitment and the burden of high demands placed on clinical care.

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

The mission of the Kutaisi University further UNIK is clearly defined, and it states:

- Preparation of the workforce with the conformable competence and education that would comply with the international, national and regional labor market requirements, who would contribute to development of ethical and socially responsible society as well as of the corresponding sphere and bring their own merits to the economic prosperity of our country.
- Strengthening of the academic society on the local level. Contribution to generating the new knowledge and its sharing, taking into consideration the resources of the university and the specifics of the region.

The level and extent of the co-operation with the European University has allowed Kutaisi university to develop quickly and has allowed UNIK to create an outline plan for the whole integrated curriculum Going forward we were told that this relationship will provide an opportunity to share good practice in curriculum design and delivery and create a supportive infrastructure that reduces institutional risk.

Based on SER, the program objectives take into consideration the local labour market demands, trends of international labour market, also, societal development needs, and the program objectives reflect programme internationalisation issues.

The objectives of the one-cycle educational program of Medical Doctor are in line with the Mission of University, the aims of the educational program are "to train a competitive professional in accordance with modern international standards, who: possesses the theoretical knowledge and practical skills required for professional activities; Guided by the principles of evidence-based medicine; Uses research and communication skills; Shares ethical norms and principles; Professionally evolved in an ever-changing environment". The program as described provides the field knowledge, practical / clinical skills, autonomy and responsibility, necessary for postgraduate education and professional development.

The Educational Program was conditionally accredited (decision of the accreditation Council for educational programs №12000351830, 29.04.2020), to respond to the challenges of modern medical

education and reach the compliance with requirements of international program accreditation standards, sectoral benchmark. The MD program was revised after this period during the following 2 years based on the recommendations determined by the Accreditation Council for educational programs, however this reporting period was unsuccessful for MD program, with minimum enrollment of students during last 2 years (only 1 student, 2020/2021 and 11 only recently enrolled for 2021/2022). Since 2019 the program has changed heads, moreover 8 academic and 18 invited staff have left UNIK.

According to SER document the current market of medical personnel suffers from a shortage of relevant specialists and the problem can be solved only by raising the quality of teaching at the appropriate level of academic education by implementing educational programs relevant to market demand. The institution has the ambition to implement the required program, moreover, the university administration and Self-Evaluation Team state "The successful practice of the university management team in terms of implementing educational programs in the field of medicine and attracting students should help to deal with challenges". Kutaisi University acknowledge that they have utilized the experience of management team of another university (European University) but they stressed that although it is the founding body of Kutaisi University it is now a separate organization. There was some inconsistency in this message however as they also made clear when asked for information about back-up planning and risk mitigation in certain areas (the examples given were research funding and faculty expertise), that they are still able to call upon the European University, if necessary, e.g. to further fund plans for research, faculty teaching staff.

The educational program is carried out with the support of the University administration, but there are part-time employees who also hold administrative positions at other universities. At this time the Vice-Rector for Academic Process Administration holds a position of Rector at another University, the Vice-Rector for Quality Enhancement holds a position of Vice-Rector for Quality Enhancement at European University, and the Program Head and Co-head are affiliated professors with other universities. As the Kutaisi MD programme progresses and student numbers increase it is likely that the workload demands of these senior staff members will increase and alternative arrangements/appointments will be needed.

According to the SER, the results of site visit and the university developed research strategy, the HEI supports and creates an appropriate environment to support the research of academic staff, however the research papers and publications of academic stuff are affiliated with other universities, there was only one monography published by UNIK and no more evidence. Programme Objectives - set of knowledge, skills and competences the programme aims to develop in graduate students is defined but might not be achievable, mainly due to insufficient human resources.

According to SER the program committee discussed and collaborated with stakeholders in the process of updating the program to established objectives and learning outcomes, however during the interviews it was clear that there was some lack of awareness among the employers about the potential and contribution of the MD program of UNIK to the development of the field and the society and also to increase awareness of the program at national and international level.

Evidences/indicators

- o The educational program,
- o Programme and Course Syllabi
- o Self-Evaluation Report
- o Labor market research
- o Interview results
- o www.unik.edu.ge

Recommendations:

- o Kutaisi University stated they considered their MD programme to be unique to the region by being based on local cultural norms however the alignment with local considerations would be strengthened by having a locally based qualified team able to fully consider and understand these local needs through experience.

Suggestions for programme development:

- o The stakeholders need to be better informed about the contribution of the MD program of UNIK to the development of the field and the society.
- o It is suggested to increase awareness of the program at national and international levels.

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

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 educational program of Medical Doctor is designed in accordance with the Higher Education Qualifications Framework and the sectoral benchmark of medicine. The combination of the components of the program ensures that the goals and learning outcomes of the program are appropriate to the second level descriptor of the Higher Education Qualifications Framework. The curriculum is partially integrated, including elements of horizontal and vertical integration.

Upon completion of the program, Medical Doctor will have developed the following field competencies: Field knowledge, consulting patients, Assess clinical presentations, order investigations, make differential diagnoses and negotiate a management plan, Providing first aid in emergency medical situations (First aid and resuscitation measures), Drug prescription, Conducting Practical Procedures, Communicate effectively in a medical context, The use of Ethic and Legal Principles in Medical Practice, Evaluation of psychological and social aspects regarding patients' disease; The use of knowledge, skills and principles based on evidence, Use information and information technology effectively in a medical context, Ability to apply scientific principles, method and knowledge to medical, Implementation of health promoting events, engage with public healthcare issues, Professionalism.

How the specific learning outcomes of a particular program or component is achieved, it is analyzed by a map of learning outcomes. The map illustrates progression of degree of learning outcomes I-P-M (acquaintance-deepening – perfection).

The Institution utilizes several accepted control methods to monitor the program and to evaluate the students' academic performance. Assessment of learning achievement outcomes at UNIK is carried out in accordance with "methodology for evaluating educational program learning outcomes" (ord. №ð15 of September 17 2020, by the rector of the University). The assessment of the results of the study provided by educational programs is carried out using the direct (assessment and analysis of the academic performance of students on the course) and indirect evaluation methods.

Based on the fact that so few students were enrolled in the MD programme, direct assessment of the results of the study, the analysis of academic performance has not been carried out yet.

During discussions with the academic staff, it was apparent that the Head and Co-head of Programme fully understood the meaning of the integrated curriculum, its' vertical and horizontal alignment and its relationship to the assessments, however it became apparent when meeting staff that not all staff in the clinical departments have English language competency e.g. one senior academic clinician stating that they spoke Russian and German but not English.

The meetings and interviews with the interviewees/staff who participated in the panel revealed that the role of tutors in the implementation of the program is still unclear. In particular their functions are not strictly identified; the forms of communication and processes of accountability are not defined and consequently this lack of clarity and awareness could impact the tutors ability to

understand their role in utilizing the programme learning outcomes assessment results in order to appropriately improve the programme.

Evidences/indicators

- o The educational program,
- o Programme and Course Syllabi
- o Self-Evaluation Report
- o Interview results
- o www.unik.edu.ge

Recommendations:

- o The teaching staff induction training should include elements that supports the tutors to fully understand their role and input into the on-going improvement of the MD programme based on the results of the assessment of the programme learning outcomes.

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
Educational programme objectives, learning outcomes and their compliance with the programme		X		

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
Prerequisites for admission to the MD program of UNIK are transparent and accessible through the University website (https://unik.edu.ge) and confirmed by reviewing the self-evaluation report, the supporting documentation provided as evidence and interviews with the University administration team.

Applicants have the right to study at the program: Persons who, on the basis of the order of the Minister of Education and Science of Georgia № 224 / N of December 29, 2011 "On Approval of the Procedure for Submitting and Discussing Documents by Applicants / Master's Candidates / Students eligible to study at the Higher Education Institution without passing the Unified National Examinations / Common Master's Examinations" have the right to enroll in the University without passing the unified national exams. The mentioned persons are obliged to prove their English language proficiency at B2 level in accordance with the "Rules for Determining the Language Competence of a Kutaisi University Student". According to the results of interviews with students quality of entrance exam is controversial, there is need to improve students English language competency. The entrance exams must ensure admission of the students with relevant knowledge, skills, and competencies required for mastering the programme.

A person with a certificate of complete general education or a document equivalent to it, obtains the right to study at Kutaisi University on the basis of ranking the scores obtained on the Unified

National Examinations. To enroll in the program, the entrant is required to pass the following subjects:

A) Georgian language and literature, English language (minimum threshold 80%), biology.

B) One of the following subjects: Chemistry / Mathematics / Physics. Quoted seats for each subject are - 40%, 30%, 30%.

Evidences/indicators

- o   Educational programme (all provided Programme and Course materials)
- o   SER
- o   https://unik.edu.ge/PagePDF/455b19310587c6c6da904e2da5082f6f.pdf

Recommendations:

- o   It is recommended to ensure high quality of entrance exams for selection of students with relevant knowledge, skills and competency of English language.

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

The one-cycle program of Medical Doctor (MD) of Kutaisi University is developed in accordance with sector benchmarks of higher education of Medicine, with the procedures for planning, developing, approving, developing, amending and revoking educational programs in Kutaisi university.

To gain the academic degree of MD, a student must earn 360 credits based on the ECTS System. One ECTS equals 30 astronomical hours which includes contact hours. The duration of the program is 6 years (12 semesters), 30 credits per semester, and includes 360 ECTS (10800 hours in total). The student's individual curriculum can be determined by the student's study annual load of more than 60 ECTS. The total number of credits added above 60 within the prescribed duration of the program does not exceed 15 ECTS in total that is in line with the rule of credit distribution, the Order №3 of the Ministry of Education of Georgia.

Program consists of:

- mandatory (320 ECTS) and elective (10 ECTS) components of field 320 ECTS,
- Free component with a volume of 30 ECTS.

In compliance with the requirements of the Medicine Sector Benchmarks

· 10 ECTS are given to research component (Scientific Reasoning I, II, III, IV)
· 20 ECTS to teaching in the Clinical Skills Center/laboratory from the very first year (Clinical and Professional Skills I , II, III, IV,V,VI,VII,VIII,IX,X, XI).

The program consists of:

- Phase I - includes horizontal integrated modules of Basics of Medicine (I-II Courses);

- Phase II - Health and Illness Mechanisms- the main attention is paid to the discussion of aspects related to human disease, such as pathology, disease development, and treatment mechanisms (Course III);

- Phase III - Basic Clinical Phase students study the main clinical subjects in the form of clinical rotations (Course IV-V);

- Phase IV - Final stage of the clinical phase- students will develop and perfect their competencies in Internal Medicine, Surgery, Obstetrics and gynecology, family medicine, geriatrics, Pediatrics and adjudicated medicine. (VI course).

The program curriculum defines prerequisites for admission to program components. The program is built on a modular principle, in some study courses the integration of subjects are mechanically (for example: need more explanation of integration surgery with traumatology in the studying course Surgery Clerkship I (VII semester). Some courses are not structured logically, there is a gap (4 semesters) between pediatric I and pediatric II.

In some studying courses the learning outcome does not fit to the topics, for example in the studying course 'Clinical and professional skills II' the learning outcomes are:

- Efficiently establishes communication with the patient;
- Communicates effectively for the purpose of receiving an informed consent; -
- Applies ethical principles and analytical skills during treatment;

While student is able to study ethical issues after five semesters (clinical and professional skills VI) and communication skills after seven semesters (clinical and professional skills VIII).

MD program contains elective and free components, some of the mandatory subjects according to the Sector Benchmarks are not expressed as Mandatory-subject sociology should be mandatory, while it is in the list of free elective courses, and the same goes for the subject Clinical Psychology which is in the list of elective subjects.

There are topics, which are necessary for the medical doctor (for example: the effective use of information technology to store and search for information) not included in the medical informatics in the program. ; Target Benchmarks of Learning Outcomes are not defined.

Description of the program is uploaded on the website of the University https://www.unik.edu.ge

Evidences/indicators

- o Educational program, syllabi
- o Self-Evaluation Report
- o Interview results
- o University website https://www.unik.edu.ge

Recommendations:

- o It is recommended to transfer the teaching of Bioethics Issues and Communication Skills to early phase of program (I-II study years)
- o The addition of Medical Informatics course to the compulsory courses is recommended
- o It is recommended to distribute the courses in a logical sequence, specifically to change pediatrics I (taught in the VII semester) and pediatrics II (taught in the XII semester)
- o It is recommended that target benchmarks of programme learning outcomes are defined.

Suggestions for programme development:

- It would be beneficial to enhance the students understanding of the curriculum and how it fits together in order to allow them to link their new learning to the previous knowledge they have acquired through the vertical integration of the program.
- It is desirable to take into account the current problems for the healthcare of the population of Georgia in the curriculum and to increase the hours in training courses (e.g. epidemiology)

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

2.3. 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

The educational MD programme is partially integrated, study courses in the curriculum are based on the pre-requisite knowledge and skills already acquired.

All syllabi were reviewed with focus on: Prerequisites for admission, learning goal and outcomes, number of credits indicating relevant contact and independent hours, assessment methods, teaching and learning methods, content of the academic course, the mandatory and additional study materials are indicated in all syllabi. Syllabi are formatted similarly across the curriculum and each provides detailed information on the content, pedagogy, assessment, and general behavioral expectations. The course documentation provides evidence of compliance with the standards and alignment of all

module learning outcomes as well as program learning outcomes. Credit allocation is fully appropriate.

All learning outcomes of the courses are defined as general and field competencies, based on the sector benchmark, learning outcomes are measurable and are adequately assessed. 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. The competency map illustrates the three learning outcomes 1 - Introduction, 2 –Practice, 3 – Mastering, which demonstrates student's progression. The competency map reflects the achievement of learning outcomes from introduction till mastering and is distributed logically.

The required literature in the syllabi is relevant to the learning outcomes of the course. The required mandatory literature is available for students electronically/online.

The allocation of contact and independent hours should be reviewed in some study courses, for example in the study course "Introduction to clinical diagnostics I - physical diagnostics (V semester)" - the distribution of contact and independent hours is 81/219. This is a clinical course focused on mastering clinical and practical skills and includes diversity of clinical activities like: inspection, percussion, palpation, auscultation, etc., hence the need for more practical activities in clinical simulation center, rather than working at home. The same issue is present in the course "Introduction to clinical diagnostics II", where allocation of the contact and independent hours is 96/204.

According to the program providers, some of them are responsible to lead more than twelve courses, while at the same time they are doctor practitioners and during the interview it was confirmed that they are working in other universities as either academic or invited staff members. This will be very challenging when the student annual intake increases in line with the University's stated intention to take 100 students per annum.

Evidences/indicators

- o Program Medical doctor
- o CVs of program providers
- o Syllabi
- o SER
- o Interviews

Recommendations

- o The distribution of contact/independent hours in the course; Introduction to Clinical Diagnostics :I and II is not consistent and should be reviewed.

Suggestions for programme development:

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

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 Self-evaluation report details the program's progressive development of practical skills for the pre-clinical and the clinical phases. The use of OSPEs and OSCEs as part of the specific assessments ensures achievement at the appropriate level of expectation. The curriculum-long 'Clinical and professional skills I-XI' course is the backbone of this approach to the preparation of the medical student to function as a young physician upon graduation.

There is a Clinical Skills Center and lab centers (microbiology, histology, biochemistry) at the university to support the development of practical skills and the development of scientific skills begins from the first year, when the student takes a mandatory course of and 'Scientific Reasoning' total 10 credits of mandatory teaching modules are allocated.

Totally 17 hospitals are involved in providing practical components for the MD program. Experts visited two hospitals Medical Centre of Western Georgia and the Western Regional Centre for

Modern Medical Technologies and both are multi-profile hospitals. Both hospitals are affiliated with other university.

During the visit in the hospital's clinical environment (wards, Emergency, Intensive Care Unit, Operation theater, etc.) and studying areas (auditory, student space) were evaluated. During the interview with hospital representatives (potential employee) they did not express the meaning of affiliation. When asked about their state of readiness to accept students they were all confident they were ready to take as many students as could be sent with some even suggesting they had capacity to take up to 1000 students per year in their facility. However there is a difference between accepting student onto placements and allocating them to various areas e.g. Wards, clinics, operating theaters etc. and having sufficient clinical teaching staff numbers and appropriate teaching space to de-brief them and teach them about their clinical activities. It was not clear that the hospital representatives understood that and the teaching spaces we were shown would not be adequate for such larger numbers.

In the study course 'Clinical and professional skills V (Clinical Thinking) the achievement of learning outcomes are;

"1. Field Knowledge. After completing the academic course, a student:
        Correctly describes the clinical problem, based on clinical reasoning and clinical thinking.
         Describes the ways to solve the clinical problem."

Teaching clinical reasoning and clinical thinking is challenging and may prove to be difficult as most of the lecturers who provide the study courses are biologists and pharmacists by profession and not physicians. Whilst it is possible for students to be taught subjects by a professional from other disciplines, this is not possible when the subject matter is 'clinical thinking and reasoning' and the development of 'professional skills as a physician' which can only be delivered by physicians.

Evidences/indicators

- o Program
- o Syllabi
- o SER
- o Interview results
- o Site visit

Recommendations:

- o It is recommended that the current plans for placements of large numbers of students in the hospitals be revised to be based on both the physical capacity of the hospital to accommodate student numbers and the capacity of the clinical staff to teach students in dedicated classroom type spaces away from busy clinical areas.

o It is recommended that the course 'Clinical and Professional Skills V' be taught by physicians.

Suggestions for programme development:

o Capacity within clinics to provide access to appropriate number of patients across all clinical subject areas may change as student numbers increase and the integrated curriculum develops further and it is suggested that Kutaisi University keep this matter under close review

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

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 SER, review of course syllabi, program description, and interviews with students indicates an overall approach to teaching and learning that is student-centered. Problem-based learning, case-based learning, clinical skills training, laboratory exercises, simulation with mannequins, bedside teaching contribute to an array of good strategies.

Teaching strategies implemented based on the specifics of the course of study: lectures, group work, seminars, discussion/debate, demonstration method, PBL, CBL, bedside teaching, which correspond to the level of education and ensure achievement of program learning outcomes.

Individual learning plan is regulated by the "individual learning plan elaboration methodology" (approved by rector September 17, 2020 order N 18) which includes procedures for elaboration of the learning plans, methodology etc.

The school told the panel that the External Evaluation report in June 2021 suggested they expand their range of assessments and that one additional component would be through the introduction of a student portfolio. This would allow students to record their learning experiences and encourage them to carry out and document reflective practice. The school were enthusiastic about the idea and are intending to introduce the portfolio once they had explored what others medical schools are doing and what is currently thought to be best practice.

During the site visit only one lecturer explained the use of PBL method during the class, others did not have a deep enough awareness, some of them could not even outline the difference between PBL and CBL. According to the documents they are trained and the necessary knowledge is confirmed by certificates, but they would benefit from more training to use modern teaching methods in medical education. Although additional documentation on the OSCE examination was provided on request there appears to be no case bank for the PBL and CBL cases.

Evidences/indicators

- o Program
- o Syllabi
- o SER
- o Interview results
- o Individual learning plan methodology (approved by rector)
- o https://unik.edu.ge/PagePDF/263ae81e681a8e6a793fb3a1d62b17c3.pdf

Recommendations:

- o It is recommended that further training in PBL and CBL methodology is carried out to ensure that all lecturers understood not only the pedagogy that underpins the method but also how to operationalize it as tutors.

Suggestions for programme development:

o The consideration of introducing a student portfolio both for use in recording student learning experiences and reflective practice is an excellent idea. However it is important to first be clear what exactly is the purpose of the portfolio and its' nature as well as the appropriate balance between using it as a learning tool and/or an assessment tool. An exploration of the pedagogical basis for introducing portfolios and the current literature describing the experiences of them is good way to start;

o The creation of a case bank for PBL/CBL will be a good investment for future sustainability as it will enhance the scale, scope, and quality of the cases available to the students.

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

2.6. 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

Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation. The program's assessments of student performance adhere to the guidelines promulgated by the Minister of Education and Science and is monitored by the UNIK rules of evaluation

The program uses an assortment of assessments throughout the curriculum, for the most part all of which are objective, including those in the clinical training. All syllabi provide a detailed breakdown of the grading processes and rubric for scoring. New and contemporary assessment and evaluation approaches are in active use: OSPE - the Objective Structured Practical Examination in the preclinical modules. There is only one student who has been evaluated through the method above. Student feedback was positive. The Objective Structured Clinical Exam (OSCE) exam was implemented with using checklists, but as there has only been one student who has been evaluated with the above-mentioned method there is no robust feedback available. However, that one student did confirm that the lecturer who was providing clinical skills acted as assessor during the exam. We were told that the OSCE assessors were also the course providers and this is not appropriate as it allows for potential bias in the judgments being made .

OSCE is present by four stations only, however it was a mid-term exam and the programme details an 8-station OSCE for the year-end assessment.   As the key strength of the OSCE is in its standardization and reliability, the delivery of an OSCE assessment with only one student significantly impacts these components as the established approach to Standard Setting cannot be achieved with only one candidate . When asked about this the expert panel were told that there was a Kutaisi University policy that there must be a reasonable number of candidates in order to evaluate outcomes.

Given that the most recent OSCE was delivered to only one student there is a risk that it be considered 'invalid' and so penalize the student at the end of their programme inappropriately. This matter needs to be addressed by the school.   One option is for allowing the one student to re-take the OSCE along with the other 11 students due to arrive shortly under a strict no-detriment policy. This will allow more formative feedback to be given based on the larger group allowing norm-referencing to be done and will also validate that student's grade at a future date should it be necessary.

As the number of students in placements will increase rapidly (100 per annum intake) and all student assessments in clinical practice will be carried out in the clinical placements by clinical supervisor the process of ensuring the quality and consistency of both teaching and assessment might become challenging. This might be due partly to the large numbers and speed of growth in capacity needing considerable amount to training to be delivered to practicing clinicians but also partly due to affiliation of clinics to other University programmes which may have different criteria and assessment processes.

Evidences/indicators

- o Program
- o Syllabi
- o SER
- o Interview results
- o The methodology of program evaluation outcomes, approved by rector 17, September 2020 order N15

Recommendations:

- o The current use of tutors as OSCE assessors should be discontinued to ensure there is no bias and that the assessment judgments are independently made.
- o Given the importance of assessing the development of students' clinical skills effectively throughout the programme and especially in the Clinical phase where many of the higher-level skills are developed and refined it is recommended that intensive training in assessment of appropriate clinical staff be undertaken.
- o It is recommended that the school address the problem of having delivered a one student OSCE by considering the option of allowing that student to re-take the OSCE along with the other 11 students due to arrive shortly under a strict no-detriment policy in order to validate that student's grade at a future date.
- o Given that the number of students in this first cohort is low and may limit the effectiveness of adopting the recognized approach to Standard Setting the advice of a psychometrician before future OSCE assessments should be sought and implemented.

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			X	

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 The student interview was held with only one student physically present and the others via Zoom as they are all still in India. It was very difficult to engage with them fully and overall, only one or two spoke, so it is not certain that they all understood/heard the questions from the panel. Our comments in regard to their feedback to us therefore is based on this very low sample size and limited information. Kutaisi university staff is highly motivated to provide students with high quality teaching information and help them during studies using consulting hours which is considered in syllabus. Every student is on their first semester therefore they are not familiar with program specifics, though their studies were held online and they felt lack of practical skills. As QA department ensured us next semester will be offline so their problem will be solved. Every student is freshman but still their feedback is quite low, QA department is planning to increase their involvement in surveys, however mechanism is unclear. Kutaisi university has student support service, but yet inexperienced on this program. most of students are abroad so only online activities are held – online masterclasses and trainings by doctors which are open to students interested in the topics e.g. • 2-week online lectures in the field of medical genetics, led by professors from Sofia Medical University (Sofia, Bulgaria) and in February 2021,

- Lecture series Helwan University (Cairo, Egypt) which led to 5 meetings on the topics: The Future of Medicine, Deadly Diseases, Technologies in Medicine, and Infectious Diseases.
- Timisoara Western University, based on a memorandum, allocated a special quota (at a reduced rate) for students of Kutaisi University to participate in the 2020 summer school.

Students get greeting E-mail when they apply in UNIK. They are also informed about local or international events, projects and conferences organized by the University through various means of communication (posting on information boards, portals, e-mails, website, social network). The students confirmed that there is written some details and specifics of the studies. Despite this, students still don't know how to appeal midterm or final grades. Whilst this lack of student understanding may be due to the difficulties in the interview process described above if it is correct then it is a concern as students should get consulted about every issue associated with studies and their development.

The university has student government but medical students are not involved as most of them are not in Georgia.

Evidences/indicators

- Self-Evaluation Report
- Interview with University Administration team, Self-Evaluation team, Heads of Programme, Academic Staff, Tutors, Invited Staff, University & Faculty QA and students
- Electronic portal of students. (E-Learning)
- KIU Web portal - https://unik.edu.ge

Recommendations:

- Although student numbers are very small and students have only been enrolled on the programme for a short time there was some lack of understanding about some elements of the programme. In particular, there appeared to be limited understanding of the assessment process appeal system, which given the importance of that issue should be addressed as part of the overall ongoing communication strategy.

Suggestions for programme development:

- Given the challenging start all first-year students have had in beginning their studies the school should consider offering additional academic and pastoral support to seek out any additional needs they might have. This should include coordinating their programmes of studies to integrate the student who is already on campus and those that we have been told are due to arrive very soon.
- If the plan for the students currently studying online arriving by the end of March/Early April is not realized, then the school should consider using the mobility options they have in the programme to offer the single student the opportunity to study with other on-campus students at a different institution.

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		X		

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

149 academic and visiting staff are involved in the implementation of the one-cycle English language MD educational programme. Including 31 academic staff and 118 visiting staff. There are 11 professors and just 3 of them are affiliates. 13 associate professors including 2 affiliates and 7 assistant professors (including 1 affiliate) are among the academic staff.

The selection of academic and invited staff is carried out in accordance with the "Staff Selection Rules" established by the University. The personnel selection rule defines the hiring procedures, while the job descriptions define the qualification requirements. However we were told that not all job descriptions are available to employees and those that had received them were unable to describe what their duties were. This may lead to challenges in their ability to deliver teaching based on their obligations as described in the job descriptions. In addition it was apparent during the visits that some of the tutors and also some of the clinical teachers that were present for the visit did not speak English[

In the process of updating the MD educational programme, 22 academic staff and 101 newly invited staff were hired. From the staff leaving the institution 8 were academic and 18 in case of invited. The increase in the number of new academic and invited staff is significantly related to the process of updating and developing the educational programme. Qualified staff is involved in the implementation of the programme. The qualifications of the academic and invited staff were confirmed during meeting with expert panels and also by relevant diplomas, and practical experience and it was noted that according to syllabi some representatives of academic staff have to deliver more than 12 study courses, which causes risk to the academic sustainability of the program.

It should be mentioned that more than half of the staff are hired from Tbilisi. The University provide free transportation and staff say they are willing to travel 2-3 days each week, however, there is an inherent risk in this plan which could complicate the study process. Also most of the academic and invited staff are from Tbilisi and are affiliated with other universities. Taking all these factors together it is possible that there is a risk to the progress and sustainability of the programme. During the interview clinical supervisors were unable to describe their job description.

Kutaisi University has developed and operates a "methodology for determining the number of academic and invited staff". The minimum number of academic staff involved in the implementation of the educational programme is calculated by the hours of compulsory training courses in the main field of study of the programme and the number of students with active status in the programme. Given the need to ensure that there are sufficient numbers of clinical teaching staff able to teach in English then the addition of English language skills as an indicator in the Methodology process would help manage that.

The Head of the MD Educational Programme is also the Director of the National Center for Tuberculosis and Lung Diseases and has many years of pedagogical experience in addition to his rich practical work. Also the co-director, Visiting Lecturer at Kutaisi University, has 6 years of clinical

experience and since 2013 she has been working in the field of education, both educational and quality development. Both also have commitments to other universities and there is an inherent risk that as student numbers increase workload demands will likewise.

In addition, programme managers are assisted in the programme renewal and development. The administrative staff of Kutaisi University is also involved in the implementation of the one-cycle MD educational programme, in order to administer the processes and serve the students.

Academic and invited staff involved in the implementation of the programme take an active part in the design and development of the educational programme. Staff involvement is related to the discussion of issues related to the programme objectives and learning outcomes. In order to evaluate the goals, learning outcomes and curriculum of the updated education programme by the academic and invited staff, a survey of the staff involved in the implementation of the programme was also conducted.

It was clear during the meeting with staff that despite basic training in modern approaches to education and training not all of the Faculty and Invited staff were aware of the principles of those teaching methodology and assessments. This was particularly the case for those staff who will be delivering teaching in the Clinical Environment. Although we were told that additional training sessions will be provided there was little detailed information presented about how this would be delivered and how staff would be supported to deliver using these methods.

Evidences/indicators

- o Site visit
- o Staff lists/Course leads
- o Methodology for determining the number of academic and invited staff of Kutaisi University;
- o Kutaisi University Staff Selection Rule;
- o Documentation certifying the qualifications of the staff involved in the implementation of the programme ;
- o Documentation certifying the qualifications of programme managers
- o Staff surveys
- o Medicine Faculty budget for 2022;
- o Kutaisi University Website: https://www.unik.edu.ge/.
- o Self-evaluation report

Recommendations:

- o A programme of work with the creation of timeframe for staff development is needed to ensure consistency in the standards of clinical teaching and assessments being delivered by all staff including those staff who will be delivering in the Clinical Environment.
- o The current plan to recruit faculty and invited staff who are based in Tbilisi and expected to travel regularly to Kutaisi to teach is logistically challenging and is inherently risky particularly as student numbers increase. A risk assessment with clearly identified mitigation actions should be established and reviewed annually along with any necessary modification to the current plan.

o Students should be attached to clinical teaching areas where there are sufficient numbers of subject specialist teachers and supervisors able to communicate in English.

o In order to achieve a sustainable plan that matches the employment of sufficient appropriately qualified staff (including those with English language skills) with the planned increase in the number of students UNIK should include English language indicators in the Methodology process they have for calculating staff numbers.

o The role and functions of all teaching staff and supervisors must be clearly defined and shared with the appropriate staff in order that they are aware of their responsibilities towards fulfilling their intended function to help students achieve the programme skills and competencies

Suggestions for programme development:

o As the scope and scale of the number of students increases and consequently the number of clinical teachers involved increases it is suggested that the uptake and success of the ongoing training in modern teaching approaches should be evaluated through a process of self-assessment/regular needs assessments.

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

All Academic and invited staff at Kutaisi University are evaluated in several ways;

1. Based on their **research activities** (Evaluation rule for the LLC „Kutaisi University" academic and invited staff), which determines the minimum requirement of all staff to carry out research using a sliding scale based on current grades. Remuneration is linked to this also. This process was first carried out in academic year 2020-21. Research outputs are recorded in an Annual Report of Academic Staff Research.

2. Based on their overall **academic performance** e.g. teaching skills, communication skills, team working, satisfaction etc. and following the LLC Kutaisi University academic invited personnel appraisal process. The Quality Assurance team have responsibility for the data collection and carry out various surveys using SurveyMonkey to enable analysis of the data which includes a ranking process.

3. Based on audit activities led by the Quality Assurance teams (LLC Kutaisi University **auditory performance** evaluation procedures). (approved by the University rector order of №∂17, dated September 17, 2020). Individual staff members receive feedback personally as part of this process and line managers are involved in discussion. Any identified training needs are referred to the Innovative Teaching Methods Training Center who are expected to align professional development programmes to the needs.

Data is also analyzed in regard to the various structural units in the University which also helps inform the planning process of Program development and delivery over time.

A staff training programme has been developed and delivered with initial programmes on Modern Educational and assessment principles however additional training will be needed particularly in the newer types of clinical assessments being proposed e.g. DOPS/MinCEx etc. and this training should include calibration activities to ensure that staff are sufficiently skilled to ensure consistency in both teaching and assessments across all the clinical teaching placements.

There is also a Centre for Support of Scientific-Research Activities who are engaged in grant seeking, collaborative opportunities for shared research, conferences and competition opportunities and staff training. In particular staff training in research methodology and research skills has commenced with a recent programme delivered over 2 weeks with 8 hours learning and attended by 14 academic staff. A further training event was delivered on 'Qualitative Research Methodology and the Norms of Research Ethics' by an expert speaker from the School of Management at Cardiff Metropolitan University. Similar events such as this are planned. However, despite the expectation that all staff communicate with students in English it is perhaps unfortunate that all the staff training that has been delivered so far has been done in Georgian. This represents a missed opportunity for staff to practice and enhance their English language skills particularly in technical language elements of medical education and research.

All staff have accessed to the library facilities (e-library) and other programmes e.g. Coursera. There are 2 ongoing Erasmus funded programmes and other anticipated international collaborations that will provide staff with further academic development (e.g. Kutaisi university is now a member of AMEE).

Kutaisi University also has experience in running international medical conferences e.g. the International Scientific Conference of "Innovative Teaching Methods and Technological Achievements in Higher Education" (IMTTAHE 2020), attended by representatives from Georgia, Portugal, Romania, China, Malaysia and India. In 2021 a further conference was organized - The International Scientific Conference of "Innovation, Technology and Education" (ICETI 2021) December 2021, and this was a joint collaboration between Kutaisi University and the European University designed to cover innovative methods of teaching and learning, student/teacher evaluation, and Technology Enhanced Learning. All of these types of activities will support academic and invited staff development and be beneficial to students, as well as helping to develop Kutaisi University's international profile.

Evidences/indicators

- o   SER
- o   Rules for LLC Kutaisi University Academic and Invited Staff assessment.
- o   LLC Kutaisi University audit results assessment procedures
- o   Various survey results
- o   Research Support Center Progress Report on the implemented activities for 2020-2021 academic year
  Training Center 2020-2021 academic year Report on innovative coaching-training methods for the staff training
- o   Kutaisi University website of: https://www.unik.edu.ge/
- o   Conference websites – https://imttahe.wixsite.com/imttahe and https://eu.edu.ge/ge/i-international-conference-education-technology-and-innovation-iceti-2021

Recommendations:

- o   Further training in clinical assessments (DOPS/MinCEx etc.) will be needed along with the development of an effective approach to monitoring the delivery of teaching particularly in the first few years of programme delivery.

Suggestions for programme development:

- o   In order to share ownership of maintaining the standards of teaching required for the successful delivery of the programme with all faculty and invited staff a system of peer-review of teaching might be considered.
- o   Given that the language of student instruction is English then the opportunity to enhance faculty and invited staff English language skills through the introduction of all staff training to be carried out in English should be considered.

<table>
<tr><td colspan="2">o   The intention to create a Research Institution in Kutaisi with staff and students involved is commendable however a more focused consideration of the subject areas that are likely to be developed quickly might 'model the way' and so help encourage all staff to take an active part in research development.</td></tr>
</table>

Best Practices (if applicable):

o   Kutaisi University has created an ambitious plan to foster research as a core part of the university from the outset. They wish to be seen as a research institution with research development, collaboration and impact as a fundamental part of the new programme. They have introduced a process to encourage all staff to come forward with ideas for research projects along with creating back-up plans for funding these developments should initial budgets be insufficient.

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

<table>
<tr><td>4.3 Material Resources</td></tr>
<tr><td>Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes</td></tr>
<tr><td>Descriptive summary and analysis of compliance with standard requirements

Training courses of MD programme are held in the building of the Kutaisi University (Kutaisi, Ak. Tsereteli st. No. 13). Classrooms equipped with computer, air conditioner, projector, blackboard, are in place for the theoretical and practical studies. Conference room and library space have been allocated as well. The University has computerized examination rooms and well-equipped and furnished workplaces for staff.</td></tr>
</table>

Simulation center was created at the Faculty of Medicine to develop students' practical field skills. It allows evaluating the Practical / Clinical Skills Assessment through OSCE. There are 8 rooms including: Gynecological, Surgery, Trauma, Emergency, Pediatric, first aid and Therapy rooms. They are well equipped with enough number of simulators and training materials. However, it should be mentioned that there is not too much space especially for 11 students particularly as there are large, fixed bench/tables in the middle of some rooms with little space to get around them if the rooms are fully occupied. In some cases, we would suggest splitting groups if possible. Furthermore, this restriction in space could cause problems to place increased number of students.

The University has the teaching laboratories for the development of the practical and laboratory skills. In the laboratories of chemistry-biochemistry, immunology-microbiology and physiology, in the cabinet of histology and pathology, the students strengthen their theoretical knowledge. Again at present these rooms are deigned to provide space for 11 students.

Virtual laboratory was created and put into operation at the University in order to improve the independent work and practical skills of students using an interactive teaching methodology. Following year additional funds will be directed to re-equip the material and technical base.

University has agreements with hospitals/clinical centers mainly in Kutaisi. They have already signed some contracts with the affiliated clinics which is good point. However, during interviews it was clear that some of affiliated centers were still receiving students from other institutions. It will be beneficial if university ensures fulfillment of these contracts.

The library is equipped with printed and electronic versions of the textbooks listed in the curriculum of the programme. The electronic catalog allows all the interested persons to search for literature available at Kutaisi University library, information on the number of deleted and remaining copies, as well as, just how the stock unit is transferred to the library: printed, electronic or both. An electronic catalog Open Biblio is functioning at the library, which is available on the University website: https://unik.edu.ge/Library/72.

Various international electronic scientific databases are available to staff and students which can be accessed both inside and outside the University. Databases are available on the University website in the library section. For using the database, it's necessary to register / create an account directly in the database. Concerning the use of the library resources and electronic, scientific databases, the University students and faculty are informed through meetings and emails. Funds to further fill up the books of the Medicine Faculty programme and access to electronic databases were allocated in the budget.

An appropriate adapted environment has been created for the students with special educational needs at the University, in particular, there is an elevator, ramps at the entrance to the building, and an adapted lavatory on the ground floor.

Evidences/indicators

- o   Site visit

o The Kutaisi University Building: auditoriums, computer examination rooms, office, laboratories, simulation center
o Library of Kutaisi University, library textbooks
o Medicine Faculty budget for 2022;
o Library digital catalogue on the University website: https://unik.edu.ge/Library/72;
o International electronic scientific databases: https://unik.edu.ge/Library/73;
o Kutaisi University Website: https://www.unik.edu.ge/.
o 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:

    o The facilities at the university are currently sufficient for low numbers of students however infrastructure expansion and development planning should be in place to cope with the increasing number of students (100 per annum intake).

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

4.4 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
The Kutaisi University budgeting process was carried out in accordance with the aforementioned document and the procedures in force at the University. The budgetary process of Kutaisi University is decentralized, which implies, that in the process of budgeting, all structural divisions of the University have an authority over predetermined financial limits, within the framework of their powers and responsibilities. The dean of the faculty participates in the process of developing the programme budget together with the programme manager.

Budget expenditures are feasible, being supported by the faculty and the University and provided by the faculty and the University income. However, meeting the budget could be vulnerable in the case that the university do not attract enough number of students. The European University, shareholder of Kutaisi university expressed readiness to provide additional funds in case of any emergency, which will be helpful and increase sustainability of the programme.

The budget of the Medicine Faculty for 2022 provides significant costs for financing scientific activities of affiliated staff, Infrastructure projects and Laboratories Costs/ practical centers. Funding professional development of the teaching staff and costs of improving electronic systems will be beneficial for university in accordance with student number increase.

The unified University budget also includes costs for Internationalization and Career support measures for students and graduates, which provides program support and accordingly, achievement the learning outcomes set by the program. |
| Evidences/indicators

    o SER
    o Site visit
    o Budgetary policy and procedures of LLC Kutaisi University.
    o Medicine Faculty 2022 Budget |
| 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
Providing teaching resources		X		

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 Kutaisi University has a clear and well documented approach to Quality Assurance of its educational programmes. The evidence provided covered all relevant aspects which included not only a detailed description of the QA processes and how they link together but also the tools used in data collection and analysis. All processes are based on 6 main principles: transparency, publicity, objectivity,

reliability, continuity and validity and operate using a PDCA type cycle specified as "plan, implement, test, develop" in the SER.

After the University received a conditional accreditation for only 2 years the University decided to update the MD programme to comply with the requirements of the NCEQE based on international best practice in curriculum design and delivery and so the input of the QA department team became critical for achieving this. All aspects of the programme were reviewed and evaluated based on a widespread range of views of all relevant stakeholders along with the sharing of all outcomes with all those that had contributed. Outputs were then sent to the relevant structural units to allow them to respond by addressing the concerns and also generating their own ideas for future development.

Examples of changes that were suggested by stakeholders were the employers requesting that international students should learn the Georgian language in order to communicate with patients and staff in the clinics and that enhanced clinical skills training would allow graduates to become more effective physicians when they first start working in the clinics. Both of these suggestions were included in the curriculum re-design.

The faculty are considering the introduction of a Portfolio both as a tool to support learning and reflective practice but also as an assessment tool. It will be necessary for the Faculty to work closely with the Quality Assurance team to make sure that the data captured (and assessed) in the Portfolio is appropriate and relevant to the internal quality assurance processes that rely on that data as an integral measure of overall programme success.

Evidences/indicators

- o Self-evaluation report
- o One-cycle English-language MD educational program and program attachments
- o Course Syllabuses
- o Summary of previous NCEQE Accreditation Review Academic Year 2019/2020
- o Kutaisi University Website: https://www.unik.edu.ge.
- o Quality Assurance Policy" (Approved by the №2 Resolution of the Board of the University dated 02.10.2020
- o Quality assurance mechanisms and procedures for the use of assessment results" (Approved by the University rector's №ð 36 order, dated March 24, 2021).
- o Summary Table relating to Kutaisi University Quality Assurance Policy
- o Kutaisi University Quality assurance mechanisms and procedures for using assessment results
- o Various surveys of staff and student (Economic Bachelor Programme) views and also outcomes
- o Audits of assessment outcomes and responses
- o Results of Interview with academic personnel, students and QA department

Recommendations:

Suggestions for programme development:

o   In addition to the suggestion on Portfolio development in Standard 2.5 it is important that the Quality Assurance department be involved at the earliest stage of portfolio development planning so as to ensure that the data collected within the portfolios is accessible in a way that supports programme monitoring and programme improvement.

Best Practices (if applicable):

o   The Quality Assurance processes that have been embedded into the development of the programme are comprehensive, well organized and forward looking.

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

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

Kutaisi University based the development of the English One-cycle MD programme on the recommendations made at the previous review which had led to accreditation for two years. The steps taken were:

o   Update the curriculum and assessment processes to current best practice approaches.

o   Appoint new staff (with a diverse range of backgrounds and experience) and involve them in the planning processes

- Seek out international collaborations leading to MoU's with 21 Universities in 14 countries (10 of which have medical education programmes)
- Utilize the Training Centre for Innovate Methods to train current and new staff in 'modern methods of teaching and assessment' and 'Student centered teaching' with more planned.
- Develop a MoU in October 2020 for one year with the Centre for American Studies with the aim of improving English language skills of staff.
- Commission an external review from 2 international experts in Turkey to review the MD programme and produce a report.
- Participate in the Bologna Hub Peer Support project

In addition to this Kutaisi University also compared their programme with others in Georgia (Tbilisi State University, Georgian-American University, David Tvildiani Medical University and Akaki Tsereteli State University) and also 2 international universities (University of Medicine and Pharmacy Tirgu Mures, University of Science and Technology, Romania and Nova University, Portugal). The comparative analysis focused on the course study, the structure and content of the programmes, features, innovations and developing competencies. Several areas were highlighted for attention by these comparisons and have now been implemented;

- The use of PBL component was increased and strengthened in the curriculum (both for learning and assessment)

- Some subject areas were merged with others or realigned with others appropriately

- A system has been developed to provide students with career development training

Whilst these changes have all been implemented the plan is to continue to seek comparisons and external opinions on a regular basis to continuously maintain the quality of the programme.

Evidences/indicators

- Self-evaluation report
- One-cycle English-language MD educational program and program attachments
- Course Syllabuses
- Summary of previous NCEQE Accreditation Review Academic Year 2019/2020
- External & Peer Review Report of Kutaisi University Faculty of Medicine, MD Programme. June 2021.
- Biography of experts; https://www.researchgate.net/profile/S-Ayhan-Caliskan https://www.researchgate.net/profile/Aysen-Melek-Kosan-Aytug

- Kutaisi University Website: https://www.unik.edu.ge.
- Summary Table relating to Kutaisi University Quality Assurance Policy
- Faculty and Invited staff: student ratio calculations
- Employer survey
- Various surveys of staff and student (Economic Bachelor Programme) views and also outcome reports

- o Pages of the Bologna Hub Peer support documentation. https://www.esu-online.org/?project=bologna-hub-peer-support
- o Results of Interview with academic personnel, students and QA department

Recommendations:

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

Suggestions for programme development:

- o The relationships Kutaisi University have with colleagues in other medical schools in Georgia and particularly the European university might be leveraged to offer advice on programme development and delivery and invitations to some of these senior colleagues to act as 'external examiner' to the programme is a way of allowing regular oversight with suggestions for improvement from people working in similar context and environments.

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

Kutaisi University demonstrated that they have well planned processes for the monitoring and periodic review of their programmes and that these processes are collaborative with the engagement of all key stakeholder groups. The exception to that is the lack of graduates however an attempt was made to use information and data available from other programme graduates as an interim measure until the MD graduates become available. All necessary available data is collected and collated on a regular basis before being analyzed and presented back to senior faculty and school staff for early consideration after which it is then cascaded on down to the others.

The quality assurance process using direct and indirect methods to assess learning outcomes, achievements and data from the previous 3 years is monitored to help identify trends as well as individual student concerns. Any proposals for programme changes based on the programme analysis are also shared widely and there is a communication loop established to tell staff and students the outcomes of these reviews.

There is a formal committee structure where the quality assurance data, information and reports are shared. Specifically these are the Governing body and the Programme committee with both these committees being made up of representative of senior faculty and seniors administrative staff. We were told that they meet often to review progress and any areas of concern however these meetings are arranged 'as and when necessary'. As the Governing body and the Programme committee are integral to the fulfillment of all institutional and programme requirements and achievement of the standards it seems more appropriate that they have a scheduled timetable designed to enable the flow of information and decision making to be robustly aligned to the academic calendar and various 'pinch points' such as confirming assessments results for student progression.

Kutaisi University staff performance is also audited regularly using an established University wide policy - "Procedure for assessing the audit work of Kutaisi University", approved by the order of the University Rector from September 17, 2020 - September 17, 2020). Evaluation results are sent to the Head of Programmes, programme managers and Dean for response if necessary and if there is a need for professional development. If so, co-operation is sought with the Training Center for Innovative Teaching Methods who are expected to respond accordingly to these training issues that have been identified.

Evidences/indicators

- o Self-evaluation report
- o One-cycle English-language MD educational program and program attachments
- o Course Syllabuses
- o Summary of previous NCEQE Accreditation Review Academic Year 2019/2020
- o Kutaisi University Website: https://www.unik.edu.ge.
- o The Innovative Teaching Methods Training Centre report
- o Quality Assurance Policy" (Approved by the №2 Resolution of the Board of the University dated 02.10.2020

- Quality assurance mechanisms and procedures for the use of assessment results" (Approved by the University rector's №ძ 36 order, dated March 24, 2021).
- Summary Table relating to Kutaisi University Quality Assurance Policy
- Kutaisi University Quality assurance mechanisms and procedures for using assessment results
- Various surveys of staff and student (Economic Bachelor Programme) views and also outcomes
- Audits of assessment outcomes and responses
- Results of Interview with academic personnel, students and QA department

Recommendations:

- The Governing body and the Programme committee should adopt a more formalized schedule of meetings (annual calendar) with consequential timed reporting systems to provide effective oversight of the programme and the possibility of early intervention through anticipation.

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

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	X			

Enclosed Documentation (If Applicable)

HEI's Name: LLC Kutaisi University

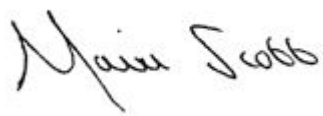**Higher Education Programme Name, Level of Education: One-Cycle Medical Doctor (MD) Programme (English)**

Number of Pages of the Report: 48

Programme's Compliance with the Standard

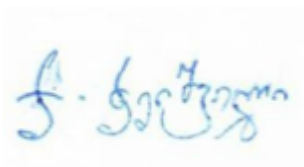| Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Educational programme objectives, learning outcomes and their compliance with the programme		x		
2. Teaching methodology and organization, adequate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

Expert Panel Chair's

Professor Mairi Scott

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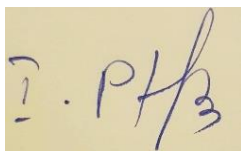
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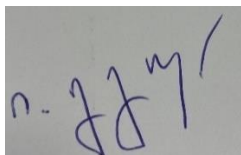
Dr Jilda Cheishvili

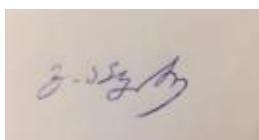**Name, last name, signature**

Dr Irine Pkhakadze

Name, last name, signature

Dr Irakli Gagua

Name, last name, signature

Dr Giorgi Abuladze

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