



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

One-Cycle Medical Doctor Programme (Language of Tuition: English)

Tbilisi State Medical University

12-14 April 2021

Report Submission Date

Tbilisi

HEI's Information Profile¹

Name of Institution Indicating its Organizational Legal Form	LEPL Tbilisi State Medical University
HEI's Identification Code	Legal Entity of Public Law
Type of Institution	University

Higher Education Programme Information Profile

Name of the Programme	Medical Doctor
Level of Education	One-Cycle Medical Doctor Program
Qualification Granted ²	Medical Doctor
Detailed field and Code	0912 Medicine
Indication of relevant secondary education subject/subjects/group of subjects (In case of Integrated teacher Bachelor's and Master's programme and Teacher training programme)	
Language of Instruction	English
Number of ECTS Credits	360
Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date)	Accredited #122, 07.08.2015

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Michelle McLean Bond University, Australia
Member (Name, Surname, University/organization/Country)	Professor Nino Chikhladze Ivane Javakhishvili Tbilisi State University, Georgia

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

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

Member (Name, Surname, University/organization/Country)	Associate Professor Jilda Cheishvili, Tbilisi Open University, Georgia
Member (Name, Surname, University/organization/Country)	Tsotne Samadashvili, MD, Caucasus Medical Center, Georgia
Member (Name, Surname, University/organization/Country)	Lana Bokuchava New Vision University, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**

A six-year one-cycle MD Programme in English for international students and Georgian students who may have studied elsewhere. Three phases: Natural sciences, pre-clinical and clinical. There are Sector Benchmarks that require compliance to ensure graduates meet national standards of practice in terms of knowledge, skills, competencies, including professionalism.

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

Only two members (Chair and another) were unable to visit in person for the site visit but joined via Zoom. On the first day, the Expert Team the Pathology facilities and the Clinical Skills Centres as well as three health care facilities where students study were visited. On Day 2, interviews began with TSMU executives and staff involved with all the MD programmes. The rest of the day was devoted to students and alumni of the English Programme and some academic staff in the Russian Programme. The remaining Russian interviews (students, alumni, staff, QA Lead) took place on Day 3. Day 3 wrapped up with the Expert Team delivering their preliminary findings.

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

To the best of our knowledge, through our engagement with various documents (Sector Benchmark, self-evaluation report, 2018-2024 Strategic Development Plan, syllabi, etc.) as well as a site visit to various learning laboratories and clinical placement sites and the interviews, the English Programme is for the most part complies with the Higher Education Accreditation Standards. There are areas that need attention, such as changing the admissions criteria to reduce the attrition from Year 1 to Year 2 and being more consistent in terms of assessment, syllabi documents and making the degrees more internationally relevant, e.g. through appropriate electives. These are, however, longer term changes and are not required to be addressed for this accreditation.

- **Summary of Recommendations**

- **Summary of Suggestions**

- A common document that will serve as a glossary of educational approaches and assessment types so that students and staff are on the same page in terms of the understanding and expectations. It would be good if this could be shown across the years as the assessment changes to include OSCEs, Workplace-based assessment (WBA), etc.
- More explicit admission requirements. In addition, to reduce the attrition for perhaps ensuring better English proficiency (writing, listening, speaking). There is considerable attrition from Year 1 to Year 2
- A template for the syllabi so there is consistency in terms of presentation

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

The Expert Team identified the following as highlights:

- Personalised electronic feedback following assessment.
- Ample clinical placement sites and opportunities for clinical students at the various health care facilities. That TSMU has its own hospitals is a bonus.
- Educational facilities on site for clinical students.
- Personal space and facilities on site for clinical students.
- A well-resourced Library linked to the Learning Management System.
- A motivated, enthusiastic and hard-working cadre of academic staff who were genuinely interested in student, both academically and personally. Students and alumni mentioned the Dean, Associate Professor Davit Topuria, as a mentor, who went above and beyond for individual students and who was always available.
- Generous support for faculty in terms of faculty development and research.

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

An extensive Clinical Skills Centre that is well staffed and well equipped in which caters for students at all levels of the Programme.

The Faculty should be applauded for its response to COVID-19 in terms of the support (financially and personally) for students, particularly those in the English Programme for the work done to bring students back to Georgia during COVID. This included chartering flights.

As outlined by the Self-Evaluation Report, the curriculum underwent some changes to the curriculum which has included:

- More integration
- The addition of geriatrics
- Additional electives

Although not reported in the self-evaluation, it would appear that there is curriculum renewal happening in terms of a more integrated (horizontal and vertical) problem-oriented approach to the first few years of the curriculum. This would allow some tailoring the different programmes to cater for the international students. It will also identify redundancy and add relevant new topics such as planetary health.

Again, although not reported in the Self-Evaluation Report, TSMU's response to COVID in terms of support for international students is commendable, particularly in the English Programme. The students expressed their gratitude for this.

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 four MD one-cycle programmes are for different labour markets. While there may be about 80-85% overlap or commonality, the remaining 15-20% should be tailored to the particular labour markets. One way of doing this is through electives. Learners from different countries should be able to select electives that cover topics related to medical practice in their home country or globally. There is a Parasitology elective which would be appropriate for international students in low-middle income countries in Asia and Africa. Tropical Medicine was mentioned twice as being something that would be relevant to Indian and Sri Lankan students. Another elective might be an exploration of health care systems in different countries, including their own.
- Since the Programmes are becoming more problem-oriented to improve integration and to identify core content, there could be some cases around Travel Medicine. For instance, a case may be a businessman who travelled to India for work and took a holiday in a national park. He accidentally brushed his teeth from tap water and not from the bottled water and developed diarrhoea (GIT, could be E. coli infection so bacteriology, etc.). Another could have travelled to Delhi (air pollution) and developed respiratory problems.....(respiratory system, PM2.5, global environmental health, etc.).
- The programme has defined objectives and offers a six-year programme to meet these objectives through a curriculum map, comprising subjects/course of varying credits as well as a syllabus document for each subject that outlines the credits, the educational approaches and assessment details. The programme comprises three distinct phases: Natural sciences, pre-clinical and then the clinical aspect. Based on the current programme objectives, the programme has defined a set of skills and competencies that should be met. This is described The Sector Benchmarks have been included and the 13 competencies have been mapped according to three levels: Level 1 (familiarisation); Level 2 (Deepening) and Level 3 (Deepening). The self-evaluation team should be congratulated on their mapping to both the HE and the Sector Benchmarks.
- In terms of evaluation criteria for this criterion, the NCEQE states that for accreditation, the evaluation needs to 'take into consideration the local labour market demands, trends in international labour markets, as well as science/field, state and/or societal needs'. This was not well described in the self-evaluation but was explored in the interviews.
 - The Standard calls for the Programme to illustrate the contribution to the field and society. This was not directly addressed in the Self-evaluation Report.
 - The four MD one-cycle programmes are for different labour markets. While there may be about 80-85% overlap or commonality, the remaining 15-20% should be tailored to the particular labour markets. One way of doing this is through electives. Learners from different countries should be able to select electives that cover topics related to medical practice in their home country or globally. There is a Parasitology elective which would be appropriate for international students in low-middle income countries in Asia and Africa. Tropical Medicine was mentioned twice as being something that would

be relevant to Indian and Sri Lankan students. Another elective might be an exploration of health care systems in different countries, including their own.

Evidences/indicators

- Strategic Plan (2018-2022)
- Self-evaluation Report from Head of Program and accompanying documents such as
 - *Curriculum map*
 - *Various course documents with syllabi*
 - *Competency map*
- Sector Benchmark for Medicine document
- Interviews ('site' visit)

Recommendations:

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

Suggestions for programme development:

Streamlining processes and enhancing transparency

- The programme claims to be learner-centred but there is a focus on 'teaching' in documents and conversations. In a learner-centred approach, the emphasis is on learning, not teaching. Educators should be guides on the side not sages on the stage.
-

Improving learner-centredness: Adding components relevant to where students are likely to practice medicine

Improving "development of society"

If this is taken as social *responsibility* both as an institution and developing the ethos in TSMU graduates, the Faculty might consider the following:

1. Using the 2030 UN Sustainable Development Goals (called Global Goals) to frame the curriculum. In this way, all graduates would be prepared to address the range of social and environmental issues that humanity faces.
2. Having students make a difference by undertaking more socially responsible roles in the community, such as visiting families that may have disabled members and offer the care-givers a reprieve. They could visit schools and aged care facilities and communicate to the students and the residents about health issues, assist with care, etc. This could also happen in the TSMU hospitals where Y1 and Y2 students for example could help guide patients to the right place. The patient journey is often frightening at the hospital as it big and busy and they may be scared about a diagnosis for forthcoming surgery, etc.

Best Practices (if applicable):

- Good documentation in terms of the curriculum and competency map
- Although not standardised, there are syllabi for each subject

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

The Team has taken on board the suggestions from previous external evaluation/accreditation in the following areas:

- Some integration with earlier clinical and later biomedical science
- Increased in the number of credits for electives
- Included geriatrics

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 competency map summarises the knowledge, skills and professionalism requirements in terms of the Sector Standards and the level at which these are achieved across the six-year Programme.
- An NCEQE criterion for 1.2 states “*consistent with employment demands of programme graduates and enable graduates to continue their education to the next level*”. The Self-evaluation Report is does not clearly document the success of the various graduates in terms of passing the various certifying exams.
- Another NCEQE criterion states that “Professional staff get professional development opportunities” in terms of establishing, measuring and analysing student learning outcomes. There was ample evidence of numerous faculty development opportunities for faculty development, including AMEE courses, plus there was an Education Centre that oversees faculty development. The faculty paid for this training.
- During the various interviews, the Team was assured that student feedback was taken into consideration in terms of Programme improvement. In fact, a ‘new’, more problem-oriented integrated curriculum starts in September 2021 after piloting with the Georgian Programme. This change was implemented in response to student feedback on the relevance of some of the content. External feedback led to the inclusion of additional electives and more vertical integration.

Evidences/indicators

- Interviews were the main source of information about QA (evaluation)
- Self-evaluation Report and accompanying documents
- Strategic Planning document
- o TSMU website

<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Individualised electronic feedback that learners receive following an assessment. We were told that learners had relatively unlimited access to staff during this time.
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ As stated earlier, a start has been made in terms of integration. This has been mainly vertical integration, which should be applauded but there can be horizontal integration by relating structure to function.
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	✓			

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

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

2.1 Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions
Descriptive summary and analysis of compliance with standard requirements The pre-condition of MD Program admission is transparent, public and accessible for the any individuals, which is confirmed during the interview with students and as well as by the information sources from webpage, social network and other activities. Tbilisi State Medical University has annually open days, varies of orientation meeting, exhibitions at the national and international level. The admission rule relies on the legislation “The Law of Higher Education”, Article 52. The MD Program pre-condition correlates with program goal and learning outcomes. The mobility is allowed within the schedule defined by the Ministry of Education and Science of Georgia, according to the required procedures approved by the Order of the Director of the National Center for Educational Quality Enhancement and rules established by the University. During the interviews, different stakeholders were asked, and different responses were received regarding the admission criteria. . There was consensus, however, that Chemistry is difficult. Unless it is mandatory to have individual subjects such as Chemistry and Physics, it would be better to incorporate the relevant Chemistry and Physics content into the appropriate modules or cases. This would reduce the number of examinations that students have to pass and would help with integration. Biochemistry should define what chemistry is required. Physics often relates to Physiology.
Evidences/indicators <ul style="list-style-type: none">• Interviews with students, ‘employers’, graduates, academic staff, Head of Programme• Self-evaluation report• TSMU website• Educational Programme of Medical Doctor in English Language;• Law of Georgia on Higher Education;• The Rule of Tbilisi State Medical University on Student Mobility, Internal Mobility and Recognition of

Credits Acquired during the Studies
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <p>Perhaps raising the standard for Chemistry, Physics and Biology to 60% + better assessment of English language skills (writing, listening, speaking, etc.). There might help with the considerable attrition from Y1 to Y2. When different stakeholders were asked, different responses were received. There was consensus, however, that Chemistry is difficult. Unless it is mandatory to have individual subjects such as Chemistry and Physics, it would be better to incorporate the relevant Chemistry and Physics content into the appropriate modules or cases. This would reduce the number of examinations that students have to pass and would help with integration. Biochemistry should define what chemistry is required. Physics often relates to Physiology.</p>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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 educational Programme of Medical Doctor (MD) is structured according to “The Rule and Procedures for the Development, Approval, Amendment and Annulment of an Educational Programme of the Tbilisi State Medical University” which is approved by the Academic Council from Tbilisi State Medical University on 29 December, 2017 Resolution N 41/2.

The Medical Programme is created so that it elaborates students’ knowledge, skills and attitudes (professionalism) during the whole studying period (12 semesters).

The content of MD Program relies on the outcome of market research and employer requirements and the volume (360 ECTS) and structure fully meet the "National Qualifications Framework” and the Sector Benchmarks of Medicine (Sector Benchmarks of the Higher Education Programmes, Medicine. LEPL - National Center for Educational Quality Enhancement, 2018)

The content of MD program considers pre-conditions and learning outcomes.

Duration of the study is 12 semesters. It includes 360 ECTS - credits, 330 ECTS of which are compulsory modules, 30 ECTS are electives. The student should cover 30 ECTS (credit-hours) per semester.

The allocation of studying components in the programme increases the level of integration, namely in the beginning of the study structures are extended, e.g. in the Module N1 musculoskeletal system, two subjects are included (Anatomy and Radiology) and structural allocation in the modules N 2, 3 is the same. In terms of function, students are able to study this from the third semester, i.e. in Module N 9 “homeostasis” – from structure to function. In this module, there are three subjects: Physiology, biochemistry and histology.

The Medical Program is student-centered and learning outcome-oriented.

The Educational **Programme** of Medical Doctor consists of four stages: I. Stage of Teaching of the Natural Sciences, Humanities and Biomedical Sciences (120 ECTS) II. Preclinical Stage (**60** ECTS) III. Stage of Clinical Teaching (120 ECTS) IV. Practical Year (120 ECTS)

Evidences/indicators

- Self-evaluation Report and accompanying documents
- Interviews
- Sector Benchmark for Medicine
- Strategic Planning Document
- Educational Programme of Medical Doctor in English Language
- Curriculum map
- Syllabuses of the programme
- Rule and Procedures for the Development, Approval, Amendment and Annulment of an Educational Programme of the Tbilisi State Medical University

Recommendations:

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

Suggestions for programme development:

Better integration between structure and function in the early years. Additional integration is possible, not only horizontally but also vertically. Horizontal integration would structure and

function, so Anatomy with Physiology, Biochemistry, etc. The pre-clinical seems to focus heavily on structure and then later address the function. Structure and function with clinical applications makes learning more meaningful and relevant for students. This might be addressed with the new 'problem-oriented' curriculum due to be implemented in September 2021. This should identify core content (need to know) and additional content (nice to know). The core content needs constant renewal as information is being generated every hour. More important than an education being about content, learners need to become skilled in being able to know when they don't know so they then have to find the information they require and make a decision about whether it meets their needs. This is just-in-time learning and just-for-me learning.

Best Practices (if applicable):

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

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

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

Evaluation

○ 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

Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

The MD program is integrated, with "National Qualifications Framework" criteria taken into account in each module, which provide to achieve the goals and learning outcomes.

The presented four stages of integrated program fully provide with field and general competency elaboration. The competencies are developed in a progressive way, from simple to difficult, from general to precise

In the first year, biomedical, humanities and behavioural sciences are studied. From Year 3 (V semester), students are prepared for preclinical studies. From the VII semester student start studying clinical components, and the final year is fully dedicated to practice, which means mastering practical components

The number of ECTS is estimated according to formal contact time and independent study hours. The content is based on real-life problems. The content of each course and study outcomes are at the appropriate level. The program includes compulsory and elective courses, which develop the program study outcome. Every module content and number of ECTS corresponds with the considered study outcome of the course.

While there are clinical electives, these can be better tailored to cater for students' international diversity (73 countries). Tropical diseases would be one such elective that Indian and Sri Lankan graduates suggested, as they indicated that Tropical Diseases would be useful. They had to study these further to practice back home. Some electives would be of little interest to many of the international students, e.g. resort and spa therapy. This would be relevant for Georgia and perhaps other Eastern European and European students.

Evidences/indicators

- Self-evaluation Report and accompanying documents
- Interviews
- Sector Benchmark
- One-Cycle Educational Programme of Medical Doctor (MD) in English Language
- Map of learning outcomes and curriculum
- Syllabi of the programme

Recommendations:

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

Suggestions for programme development:

There should be more electives to cater for the needs of the diverse international students.

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

2.4 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 MD Program is oriented toward knowledge, skills and attitude. They are presented 10 ECTS for implementation of practical component. The number of practical skills significantly differs from the list of the requirement from the Sector Benchmarks of Medicine (Sector Benchmarks of the Higher Education Programm Medicine. LEPL - National Center for Educational Quality Enhancement, 2018).

In the MD Programme, 9 ECTS is allocated for the Georgian language (starting from very beginning of studding process) and 10 ECTS is allocated for the elaboration of scientific skills. The opportunity of introduction and elaboration of scientific and research skills are given during the whole studying years, e.g. studying course Basics of Scientific Research (3+3) starts by significant research skills such as research design, research methodology, research ethics, etc. Later, deepening of the scientific research skills takes place in other disciplines which are integrated in studying courses: Evidence-based medicine (2 ECTS), Epidemiology (3 ECT), etc.

Students are continuously provided with information about scientific conference by the administration, in case of participation in scientific projects, students write a paper supervised and involved by field specialist.

Evidences/indicators

- Interviews
- One-Cycle Educational Programme of Medical Doctor (MD) in English
- Language
- Syllabi of the programme
- Contracts with academic databases
- Statute of the Clinical Skills and Multidisciplinary Simulations Center
- Statute of the Scientific Skills Center

Recommendations:

<ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • Transferable skills have not been identified as such. These relate to broader skills, attributes and values such as global citizenship, effective collaboration and individual capabilities. ○ It was not 100% clear how students became involved in research. It seemed to be voluntary for those interested. The opportunities to engage in research were not evident.
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>2.5 Teaching and learning methods</p>
<p>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</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The teaching methods of the presented program are based on the main requirement from WFME. There are used varies of contemporary assessment and teaching methods, such as PBL, CBL, CBCR, tutorial, teaching with simulators, flipped classroom, etc. There is reflected each activity procedure step by step, comprehensible for the student. During the interview. Lecturers and students confirmed that modern teaching methods are used.</p> <p>During the interview found that all staff were aware using modern learning / assessment methods,</p>

as an example they explained their experience regarding CBCR classes and OSCE/OSPE exams. The same question we asked to the students and we found that all staff and students are well aware using modern teaching methods in medical education.

Teaching in the clinical environment is the most important part of the program. It includes bedside teaching, EPAs (Entrusted Professional Activities), etc. Teaching is evaluated by workplace-based Assessment (WPBA). WPBA involves several methods: Mini-CEX (Mini-clinical Examination), CBD (Case-based Discussion) and DOPS (Direct Observation of Procedural Skills).

Evidences/indicators

- Self-evaluation Report and accompanying documents
- Educational Programme of Medical Doctor (MD) in English Language
- Syllabi of the programme
- Procedure for the Recognition of Credits Obtained during the Students Mobility, Internal
- Mobility and Learning Period at LEPL Tbilisi State Medical University
- The Rule of Elaboration of a Student Individual Curriculum.

Recommendations:

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

Suggestions for programme development:

Develop a single document outlining the various L&T approaches and their definitions, e.g. lecture, practical, elective, problem-based learning, etc. This way academics and students are on the same page in terms of their understanding and expectations. These definitions (and who the approach is implemented) must be consistent with the current literature. For 40 years, there was little proof that PBL worked because many medical schools implemented “PBL” and it was not PBL.

Best Practices (if applicable):

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

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

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

Evaluation

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

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

Does not comply with requirements

2.6. 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

The evaluation is based on order N 3 , 05.02 .2007 (The order on Approval of Rule for Calculation of Higher Education Programme Credits) by Minister of Education and Science of Georgia and the Rule of Evaluation of the Students' Accomplishments in TSMU and by the Rules for Conducting an Examination at the Exams and Skills Center- approved by academic counsel of TSMU N 24/4. 26 February 2019.

The assessment system of the Programme is multicomponent, focus on achieving goals and evaluating the learning outcomes. All criteria are measurable, assessment rubrics and points gradation are described in detail in syllabus.

Appropriate assessment methods (formative; summative) are used for assessment of theoretical and clinical disciplines. They all are oriented for elaboration and improvement of theoretical knowledge as well as practical skills. Various assessment approaches used in the Programme, such as MiniCex, OSCE, OSPE, etc. These methods require specific infrastructure and trained staff. During the visit and interviews, it was confirmed that the University has sufficient equipment and the majority of staff are trained and ready to implement relevant assessment methods, moreover, during the interview students confirmed that they have been having OSCE exams for many years.

Entrusted Professional Activities (EPAs) are used in the final clinical year and assessment of competence is undertaken using Workplace-based assessment (WPBA) which includes MiniCEX, CBD and DOPS.

Assessment *vs.* evaluation. Americans tend to use assessment and evaluation interchangeably which becomes confusing. Understanding that there is only one Georgian word, for most medical educators, assessment is about testing students while evaluation is what learners are asked to do in terms of their subjects, course and generally faculty members. I would suggest stick to this distinction. For Sem 3 Bioethics, evaluation has been used instead of assessment. The accreditation documents use evaluation instead of assessment.

Mid-semester grade (60%) is in fact the sum of a range of assessments during the semester so I would change the name to in-semester assessment. The good aspect is that there is lots of sampling during the semester rather than relying on a high % at the end of the semester. The downside is that almost everything students do is assessed and some of these activities are fairly subjective. Students therefore are never free of assessment.

Similarly, a single document outlining the various regulations pertaining to assessment, e.g. 60% in-semester and 40% exam as well definitions of the types of assessment approaches, e.g. oral, MCQ,

OSPE, OSCE, WBA, mini-CEX, etc. These definitions (and the implementation) should be consistent with the published literature. For example, the usual length of an OSCE station is 8-10 minutes.

Oral exams are probably the least reliable of all the exams and are generally not used unless they are testing communication skills.

Evidences/indicators

- Self-evaluation Report and accompanying documents, especially the syllabi and the curriculum map
- Rule of Evaluation of the Learning Outcomes' Accomplishment;
- Rule for Calculation of Higher Education Programme Credits;
- Monitoring results of students' academic performance;
- Monitoring of programme completion and dropout rate in set timeframe;
- Rule for Conducting an Examination at the Exams and Skills Center;
- Rule of Tbilisi State Medical University on Student Mobility, Internal Mobility and Recognition of Credits Acquired during the Studies;
- Documents published on the University website

Recommendations:

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

Suggestions for programme development:

Assessment is not easy to understand from the various documents, perhaps because of inconsistent terminology. Examples include:

- Assessment *vs.* evaluation. Americans tend to use assessment and evaluation interchangeably which becomes confusing. I also understand that there is only one Georgian word. For most medical educators, assessment is about testing students while evaluation is what learners are asked to do in terms of their subjects, course and generally faculty members. I would suggest stick to this distinction. The Sem 3 Bioethics, evaluation has been used instead of assessment. The accreditation documents use evaluation instead of assessment. One way around this is to remove evaluation completely and use assessment and QA.
- Mid-semester grade (60%) is in fact the sum of a range of assessments during the semester so I would change the name to in-semester assessment. The good aspect is that there is lots of sampling during the semester rather than relying on a high % at the end of the semester. The downside is that almost everything students do is assessed and some of these activities are fairly subjective. Students therefore are never free of assessment.
- The use of 'positive and negative' grades. I have never heard these phrases. I would recommend that this terminology change to something along the lines of being competent or not competent or 'did not meet minimal competence'. When one standard sets examinations, one defines who the minimally competent student is, i.e. studying medicine in a second language; does not always attend; rarely contributes to the conversation, etc.
- Formative *vs.* summative assessment. These terms were not used regularly but one instance where they were, i.e. Professional Communication Skills 1, formative assessment has been used to indicate ongoing, in-semester assignment, which is not correct. Formative assessment means that the 'grade' does not contribute to any decision-making in terms of passing or failing a student. Correctly, formative assessment is used to provide extensive feedback and, in many instances, provides learners with exposure to a new format of assessment. A student should never be assessed summatively, i.e. grades used to make a decision, until he/she has been exposed to that assessment approach previously.

There is a lot of assessment. A suggestion is that this be reduced by the amalgamation of some assessments and competency-based P/F decisions around skills:

- For example, in Semester 1, despite the 3-credit elective classes showing no end of semester (EOS) assessment, students have to write 12h of examinations, which does not include all the in-semester assignments. Could there not be an integrated 2h exam for Physics, Chemistry and Biology?
- Competency-based assessment is generally a P/F decision, i.e. no grades. In terms of Miller's pyramid, which was developed in the 1990s, there has been many developments in medical education. One of these has been the P/F (i.e. show me), particularly for clinical skills where someone observes and, using an agreed rating scale, makes a decision about the candidate's competency in terms of being 'safe' to move on to the next level. If not, they return a few days later after having received feedback about where they needed to improve.
- A longitudinal portfolio, preferably electronic, that collects information about all assessment decisions, with the student adding evidence for other requirements, e.g. community service, research achievements. A portfolio is an assessment approaches in the Sector Benchmark document. TSMU has an LMS (according to the Strategic Document) so this should have the capabilities for the longitudinal collection of evidence of having met the required standards.
- An OSCE assesses clinical skills competence and should not be used to test skills, e.g. interpreting an X-ray, which can be tested in a more efficient way, such as an MCQ, an SAQ or a clinical reasoning problem. Again, this would ensure transparency, plus academics and students would be on the same page.
- A single document outlining the various regulations pertaining to assessment, e.g. 60% in-semester and 40% exam as well definitions of the types of assessment approaches, e.g. oral, MCQ, OSPE, OSCE, WBA, mini-CEX, etc. These definitions (and the implementation) should be consistent with the published literature. For example, the usual length of an OSCE station is 8-10 minutes. An OSCE tests clinical skills and should not be used to test skills, e.g. interpreting an X-ray, which can be tested in a more efficient way, such as an MCQ, an SAQ or a clinical reasoning problem. Again, this would ensure transparency, plus academics and students would be on the same page.
- Assessment must be defensible should there be an appeal. This means that it needs to be objective, with rubrics and rating scales. They also need to be reliable.
- The Faculty should consider establishing an Assessment Unit, with highly trained staff who oversee all the assessment in the various programmes. Each assessment should have a blueprint of the LOs that is shared with the students. This guides the construction of the assessment and the QA that needs to happen before delivery. The Assessment Office deals with the appeals and oversees the Board of Examiners meetings where the analytics for each question is checked, which may mean removal of one or more) before grades are released.

Best Practices (if applicable):

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

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

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

Evaluation

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

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

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering	✓			

3. Student achievements and individual work with them

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

3.1 Student support services

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development

Descriptive summary and analysis of compliance with standard requirements

Students of Tbilisi State Medical University (TSMU) receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development from the Office of the Faculty of Medicine's Dean, particularly the Secretariate representatives, who are responsible for student registration, creation of personal affairs, computer database and demographic data base and systematic Updates and who organise concluding agreements with students, providing information about tables, lists, assignments and student movement for relevant structures.

TSMU students have an opportunity to participate in Students' Self-Governance, which is functioning to ensure the protection of students' rights, elects student self-government

representatives in the Faculty Board, develop recommendations and proposals related to further improvement and improvement of the academic process and submit to the Faculty Board, perform other activities, defined by the Student Self-Government Regulation. The workload of academic staff includes a minimum of 2 hours for student advising and consultation. The schedule of the classes and consultation hours is found online on the official website, as well as on campus.

There is an e-learning platform, which contains schedules, materials, lecture links, etc. Every student has a personal login to track to track their academic achievement and receive relevant information on their improvement at the University. They can email the Dean directly from this platform.

TSMU has different student organisations, such as Student Self-Governance (Student Parliament), Students Club MEGI, Intellect Club, MEDI CINEMA, etc. The University assists the organisations with funding, which are considered in the University and Faculty budgets. Medical Doctor Program students are informed about various local and international events and conferences, as well as have an opportunity to participate in aforementioned activities.

The University has developed a rule for the organising individual student curricula, according to which students with special needs are supported to continue their studies.

Evidences/indicators

- Regulation of The Faculty of Medicine, Tbilisi State Medical University
- Tbilisi State Medical University workload of academic staff on educational and research activities
- TSMU Official Web-site: <https://tsmu.edu/ts/>
- The Rule of Elaboration of a Student Individual Curriculum;
https://tsmu.edu/ts/images/file/akademiuri_sabchos_dadgenilebebi/Scan%20stud.ind.sasw.gegmis%20shemushavebis%20wesi.pdf
- Statute of LEPL Tbilisi State Medical University
- Code of Ethics of LEPL Tbilisi State Medical University
- Interviews

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Based on the site visit and interviews, the Clinical Skills Centre provide individual tuition to the 200 students who contracted COVID. This would have taken a lot of planning and time. In our conversations with clinical staff, they were generally available 24/7 for students who had their phone numbers. Staff also informed the Team that extensive psychological

support was provided during COVID. Students interviewed were grateful for everything that had been done to ensure that their studies could continue.

- Academic support provided electronically following an assessment, with feedback.
- A well-resourced library with electronic records available via the LMS.
- Gleaned from the interviews predominantly was how students from foreign countries were welcomed into Georgian society and how students could still remain connected to their culture. There is orientation to Georgian culture as well as theatre and dance, plus sporting opportunities. One of the Accreditation Standard's relates to 'socially vulnerable' students. Many of the students arriving from are young, maybe 17 or 18 and may also come from cultures where women are 'protected'. Arriving in a foreign culture at this young age, there needs to be lots of support for them.

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

- The Faculty's response to COVID in terms of returning international students in the English Programme were admirable. The Dean met their flights even at 1 am and ensured that students were taken to quarantine hospitals. The chartered flights and quarantine were paid for by TSMU.
- There seems to be a good rapport between academic staff and students. Students trust staff and staff are genuinely interested in the progress and well-being of students. This might reflect the same relationship that staff appear to have with the Administration.

Evaluation

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

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

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

- 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

- Component evidences/indicators including relevant documents and interview results

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

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	✓			

4. Providing teaching resources

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

4.1 Human Resources

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

Descriptive summary and analysis of compliance with standard requirements

The staff participating in the implementation of the Educational Programme of Medical Doctor in English Language are: Academic/scientific staff – 162, Invited personnel- 117, Administrative and support staff – 206. The Academic and Scientific staff of the University are selected by open competition, according to the Law of Georgia "on Higher Education" and "The Rule of Conducting the Competition for the Academic and Scientific Position at Tbilisi State Medical University and the Regulation of the Competition Commission" approved by the TSMU

Representative Council. The selection of staff for scientific and academic positions is transparent and clear.

The issue of affiliation was discussed with the academic staff and was reflected in the employment contracts concluded with them. It should be mentioned that all academic staff implementing the programme are affiliated with the University.

The Institution involves academic and scientific staff in the solution of educational, research and any other important issues. Media outlets and the University website are used to inform staff and access materials. According to the Rule and Conditions for Electing and Dismissing a Person aged 65 or over at the Academic Position, Awarding and Remuneration of Emeritus Academic Degrees professors are awarded the emeritus degree for merit, with the appropriate remuneration.

The Programme is provided by the qualified academic and scientific staff to ensure the implementation of the Programme and the competencies necessary to produce the learning outcomes considered by the ending of MD Programme. On the question of suitability of academics teaching on the MD program (English), a perusal of the curriculum vitae suggest that they are competent to deliver the curriculum.

The teaching/research workload of the academic staff is renewable and individual and is defined by the relevant requirements to ensure the smooth operation of each department and regulated by the workload of the academic staff. The hourly academic workload of the department varies according to the number of academic groups in relevance with the programmes in the given semester. Workload is based on the report card submitted to the Rector by the Head of the Department, an

hourly workload of academic staff and invited teachers shall be drawn up for a semester, that is signed by respective order of the rector. The workload of academic staff in other HEIs is also regulated by the university.

A working week is defined by the HEI as 39 hours for academic staff, including 32 hours on site. The workload for contact hours is different for clinical and theoretical departments. It is 11 hours for a professor, 16 hours for an associate professor and 21 hours for an assistant professor. The contact weekly workload per week for the academic staff in the clinical departments are: 10 hours for professors, for an associate professors 14 hours and for an assistant professors 18 hours. The number and workload of academic and invited staff are appropriate with the number of students and planned by the "Methodology for Determining the Academic, Scientific and Invited Staff according to the Programmes"

HEI conducts the staff survey at the University, and QA department tries to make appropriate changes and ensure the staff satisfying with the HEI.

The Dean and the Head of the Programme is the same person. He is personally involved in the implementation of the Programme. His experience, education and qualification are sufficient for programme sustainability.

Evidences/indicators

- Interview with staff
- SER
- Personal files of the academic and invited staff;
- Job description of the head of academic programme;
- Methodology for defining academic, scientific and invited staff number according to programmes of TSMU;
- Provision of the International Faculty of Medicine and Stomatology;
- Workload of Academic Staff Implementing Educational and Research Activities at Tbilisi State Medical University;
- Rule of Conducting the Competition for the Academic and Scientific Position at Tbilisi State Medical University and the Regulation of the Competition Commission
- Rule for Affiliation of Academic Staff of Tbilisi State Medical University;
- Rule for Determining the Student Quotas at Tbilisi State Medical University

Recommendations:

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

Suggestions for programme development:

The Clinical Skills Centre is impressive in terms of its size, equipment and staffing. The Director has indicated that TSMU is just a member of the European Simulation Group but would like to apply for accreditation. This would be an excellent move. It could become a certifying centre for CPD and be an income-generating centre.

Best Practices (if applicable):

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

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

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

Evaluation

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

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

4.2 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

HEI makes double evaluation the scientific/academic and invited staff, by the administration and by the students. In assessing the academic, scientific and invited staff their teaching and scientific activities are assessed, the attention is paid on their teaching and scientific activities.

The University takes care of the professional development of the academic, scientific and invited Staff. HEI stimulates scientific work and integration of the academic staff in international scientific space with funding mechanism for scientific activity (participation in international scientific conferences, publications in peer-reviewed journals with impact-factor). Staff are actively involved in local and international conferences. Research expenses by the HEI are also considerable.

The HEI supports and takes care for academic and scientific staff personal development. “The Academic Development Center” (since 2012) in the Department of Medical Education, Research and Strategic Development provides regular training of academic, invited and administrative staff on medical education. The training-sessions are led by the foreign and local medical education experts. In 2019, the “International Cooperation Center of the International Association for Medical Education” was opened where internationally renowned medical education experts provide training on current issues in medical education.

The HEI “facilitates academic personnel in the scientific-research projects by purchasing high-tech modern equipment, reagents, experimental animals for the research work and finances academics’ scientific trips”.

Evidences/indicators

- SER of HEI
- Interviews with stakeholders
- Personal files of the academic and invited staff
- Rule of Evaluation of Academic and Invited Staff at TSMU

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

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

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

- The AMEE Regional Centre with medical education training, including the ESME Course, which are the fundamentals of designing a curriculum and constructive alignment. From the interviews, it would appear that many staff have undertaken courses. These are generally in English so there is a query in terms of those who are not fluent in English.

Evaluation

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

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

4.3 Material Resources

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

Descriptive summary and analysis of compliance with standard requirements

The material resources for teaching, clinical and research activities of the one-cycle Educational Programme of Medical Doctor in English Language which are owned by HEI are in compliance with modern standards of medical education. HEI is an owner of three hospitals with many departments and matched infrastructure. Preclinical- theoretical part is rolls in the HEI main building, which is also sufficient to achieve main goals of educational process.

In the HEI environment for students and programme staff is safe. Periodically safety inspections are done.

The buildings are equipped with theoretical teaching classrooms, administrative storerooms, space for group work, library, laboratories relevant to the specifics of the field, study rooms, archives, spaces for diagnosis, operating rooms, wards. The University Examination Center is equipped with computer equipment, air conditioning-heating-ventilation system. The teaching area equipped with appropriate inventory. The existing environment at TSMU is adapted for people with special educational needs and disabilities.

HEI owns 375 laptops, 407 computers, 150 projectors, 204 units of printing and copying equipment, 159 monitors (2.4 units of technical equipment per student of the Programme) are utilised from the material and technical resources of the University, as well as 1506 units of medical equipment (0.45 units of medical equipment per student).

HEI technologically, Internet connection, Wi-Fi coverage, etc. is in full compliance with today's university needs and data are safe.

Library resources of the HEI are considerable it is focused on informational support and provision of teaching and research activities of the professors, researchers, students of all levels and residents of the University. The library activities are regulated by the Library Provision. Reading and computer halls are equipped with necessary inventory - tables, chairs, computers, air conditioners and etc. In the library students can use multi-function printers and projectors. The library is available to students and staff for 60 hours 6 days a week. HEI book fund is huge, and renovates by the needs of the HEI. Students and staff have full access to the following international electronic library databases: TSMU has purchased the license for the use of the WHO programme Research4life Electronic Bases (HINARI, AGORA, OARE, and ARDI). Through the grant of the SHOTA RUSTAVELI NATIONAL SCIENCE FOUNDATION OF GEORGIA, free access is provided to the publishing corporation Elsevier's two search engines: · ScienceDirect - 2200 academic journals and more than 25000 e-books full text base. · Scopus - The largest database of referenced scientific literature; Information Hub for Scientific Research, Statistics, Citation Index and other valuable data for scholars.

On the basis of the memorandum signed between the TSMU and *British Medical Journal*- BMJ, with the funding of the government of the USA, the academic staff of the university, the doctors of the clinic, residents and senior students have an opportunity to access two resources of BMJ - BMJ Best Practice and BMJ Learning until 2019 free of charge and publish their publications.

To evaluate the work of the library, student surveys are conducted on the availability of library services, including the literature, study materials, and sources of new professional information in the course syllabi.

Evidences/indicators

- Self-evaluation Report
- Strategic Planning document
- Interviews
- Site visit to the Clinical Skills Centre
- Site visit to TSMU clinical facilities

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

Best Practices (if applicable):

- Having educational facilities on site for clinical students is good practice
- Similarly, there is personal space and facilities on site for clinical students.
- The library is well-resourced and is linked to the Learning Management System.

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

- The Clinical Skills Centre is impressive in terms of its size, equipment and staffing. The Director has indicated that TSMU is just a member of the European Simulation Group but would like to apply for accreditation. This would be an excellent move. It could become a certifying centre for CPD and be an income-generating centre

Evaluation

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

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

4.4 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 main resource of the MD English program is the educational process, student fees. Budget of faculty is extensive and covers all expenses. There appear to be sufficient students in the Programme to generate sufficient income.

The material base-budget (29 000 150 GEL) and technical base of the faculty are fully sufficient to ensure the teaching process of the programme and the research components.

Evidences/indicators

- Self-evaluation Report and accompanying documents
- Strategic Planning document
- Interviews
- 2020 budget of the TSMU
- 2020 and 2021 budget of the Educational Programme of Medical Doctor in English language

Recommendations:

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

Suggestions for programme development:

- If retention from Year 1 to Year 2 could be improved, then sustainability would be further increased.

Best Practices (if applicable):

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

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

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

Evaluation

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

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

Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources	✓			

5. Teaching quality enhancement opportunities

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

5.1 Internal quality

Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

The Quality Assurance Department and Faculty Quality Assurance Service are the structural units of TSMU Administration/Management. The activities of QA are governed by statute of Legal Entity of Public Law (LEPL) - Tbilisi State Medical University (Article 17 - The university quality assurance service and Article 22 - Quality Assurance Department/Service of the Faculty) and by Statute of Quality Assurance Service of Legal Entity of Public Law (LEPL) - Tbilisi State Medical University (<https://tsmu.edu/ts/images/dxp/Tbilisis-saxelmwifo-samedicino-universitetis-wesdeba-5afed39d1ce1e.pdf> and <https://tsmu.edu/ts/images/dxp/xarisxis-uzrunvelyofis-samsaxuris-debuleba-1524138847.pdf>).

The Quality Assurance Service is using internal and external evaluation mechanisms. The Quality Assurance Department is accountable to the academic board.

Internal quality assurance mechanisms are in place at TSMU. They are focused on evaluation, development and improvement of educational programs, as well as on evaluation of teaching and scientific activities of academic and Invited staff.

According to the QA Policy („Goals and Statement of Guiding Principles on Quality Assurance Policy” approved by Academic Council), the Quality Assurance Department in collaboration with Faculty Quality Assurance Service has developed several procedures, rules and criteria, including the Rule for evaluation of academic and invited staff and the Rule for evaluation of productivity of scientific-research activities of academic and invited staff which envisage the assessment of staff participation in educational and scientific activities (<https://tsmu.edu/ts/content/5/0/0/0/0/0>). The Rule and Procedures for the Development, Approval,

Amendment and Annulment of an Educational Program is approved by the Resolution # 24/2 of December 29, 2017 by the Academic Council of TSMU. Rules and Criteria of assessments are publicly available on the web-site of the TSMU (<https://tsmu.edu/ts/content/5/129/0/0/0/0>).

Planning, development and improvement of the undergraduate educational program of MD is carried out based on the principle "Plan-Do- Check-Act" which ensures continuous improvement. During the interviews academic and invited staff mentioned that on a regular basis they are involved in developing and enhancing undergraduate educational programme of MD, updating and improving the syllabi and teaching materials. Several examples of changes made based on results of evaluations have been provided, among them: introduction of modern methods of teaching and assessment, Implementation new modules have been added to the program, implementation of new electives and increasing the volume or electives. Quality Assurance Service utilizes different mechanisms for internal quality assurance, among them: student Survey, monitoring of study process and exam materials, exams, academic performance analysis, evaluation of academic and invited staff activities, scientific research activities, etc.

Information and software support for evaluations is provided by the Information Technology Service of TSMU.

QA staff were part of the self-evaluation team, they participated in the identification of strong sides and weaknesses of the program. QA staff closely collaborated with different structural units and it is planned to eliminate the shortcomings identified in the self-evaluation process with the involvement of the head of the program and academic and invited staff. Due to the Covid-19, 2020 was focused on the transition to distance education.

Evidences/indicators

- Statute of Legal Entity of Public Law (LEPL) - Tbilisi State Medical University
- Statute of Quality Assurance Service of the Legal Entity of Public Law Tbilisi State Medical University approved by the Resolution No 23/3 of the TSMU Representative Council on March 9, 2010
- Goals and Statement of Guiding Principles on Quality Assurance Policy
- Rule and Procedures for the Development, Approval, Amendment and Annulment of an Educational Programme approved by the Resolution # 24/2 of 29 December 2017 by TSMU Academic Council
- Evaluation rules and forms approved by TSMU Academic Council's resolution N24/6 of 7 March 2018;
- Evaluation Results (Annex 15 of Self-evaluation Report)
- Minutes of the self-evaluation team of the Educational Programme of Medical Doctor in English Language
 - Interviews

Recommendations:

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

Suggestions for programme development:

- Non-binding suggestions for programme development

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

<p>5.2 External quality</p>
<p>Programme utilizes the results of external quality assurance on a regular basis</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>It is clear that an external evaluation mechanism is being used by TSMU. According to the "Provision of Accreditation of the Educational Programs of Educational Institutions" and "Authorization Provision of the Educational Institutions" Self-Evaluation Report for the Accreditation and for the authorization are being submitted to LEPL - National Center for Educational Quality Enhancement.</p> <p>The recommendations of the Accreditation (2015) and Authorisation (2018) expert panel were considered for program improvement by the head and staff of the program. In addition, Emeritus Professor of Newcastle University (UK), was invited to externally evaluate the MD educational programme, 22-26 October 2018.</p> <p>According to external review more and more attention is paid to structured case review, problem-based learning, case analysis and project-based teaching. After the previous accreditation teaching of the Geriatrics and basics of scientific research was started. Beside this the case-based learning was started in a number of departments.</p> <p>Recommendations and suggestions provided during collegial developmental external evaluation were taken into consideration by program staff. Some examples of changes made based on external quality assurance results have been provided during the interview with the representatives of QA Department (implementation case-based approach, early exposure to the clinical environment and patient contact).</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Decision of the Educational Programs Accreditation Council dated 2015 • Decision of the Authorization Council dated 2018

<ul style="list-style-type: none"> • External evaluation report – Report of visit to Tbilisi State Medical University, 22-26 October, 2018 • Interviews
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ Proposal(s), which should be considered by the institution to comply with requirements of the standards
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> ○ Non-binding suggestions for programme development
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> ○ Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes
<p>In case of accredited programme, significant accomplishments and/or progress</p> <ul style="list-style-type: none"> ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)
<p>Evaluation</p> <p>○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>5.3. Programme monitoring and periodic review</p>
<p>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</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>At TSMU, Program monitoring is conducted on a regular basis with stakeholders through different kinds of evaluation. These evaluations are mainly performed via electronic system, for example, an electronic portal Survey Monkey is used for collection student feedback.</p> <p>Relevant questionnaires are designed for various evaluations and are available on the TSMUs QA Unit’s web-site, including questionnaires for students, academics and graduates (https://tsmu.edu/ts/content.php?id=5&aid=130&bid=0&cid=0&did=0&eid=0&lang=en). Furthermore,</p>

additional questionnaires for employers and staff self-evaluation were provided by TSMU in Annex 15 (QA) of self-evaluation report.

Modification and improvement of the MD undergraduate program MD is being undertaken by the Head of Program and has involved academic and invited staff in response to the results of several evaluations conducted regularly by QA Service. The student, staff, graduate and employer evaluation analysis have been provided by TSMU in Annex 15 (QA) of self-evaluation report.

During the interview, students mentioned that at the end of every course they are able to evaluate the course by completing the course evaluation form and they participated in different surveys. Academic and invited staff highlighted that the course evaluation results are used by them for improving the course. Some areas of practice have been amended in response to student opinions, for example, changes in timetables, replacement of courses, update of teaching materials and literature.

The employees participating in the interview could not recall the example of their active engagement in the programme monitoring, however, some comments were made regarding the improvement of the programme, the same as graduates mentioned (implementation some specific elective courses).

Evaluation of the course by stakeholders is not obligatory, hence the response rate ranges from 60-70%, as mentioned by the head of QA Department during the interview.

Quality Assurance Service monitors the educational process, which includes attending classes, evaluating teaching and examination materials, monitoring exams and analysing the results.

Additionally, in the Fall of 2020/21 academic year, the Quality Assurance Service monitored the distance learning process and the results were considered for improving online academic services.

Evidences/indicators

- Statute of Legal Entity of Public Law (LEPL) - Tbilisi State Medical University;
- Statute of Quality Assurance Service of the Legal Entity of Public Law Tbilisi State Medical University approved by the Resolution No 23/3 of the TSMU Representative Council on March 9, 2010;
- Goals and Statement of Guiding Principles on Quality Assurance Policy;
- Rule and Procedures for the Development, Approval, Amendment and Annulment of an Educational Programme approved by the Resolution # 24/2 of 29 December 2017 by TSMU Academic Council;
- Evaluation rules and forms approved by TSMU Academic Council's resolution N24/6 of 7 March 2018;
- Evaluation Results (annex 15 of self-evaluation report);
- Minutes of the self-evaluation team of the Educational Programme of Medical Doctor in English Language
- Interview results

Recommendations:

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

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

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

HEI's Name: Tbilisi State Medical University

Higher Education Programme Name, Level of Education: Once-cycle medical doctor programme (language of tuition: English).

Number of Pages of the Report: 38

Programme's Compliance with the Standard

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

Expert Panel Chair

Michelle McLean



Expert Panel Members

Nino Chikhladze



Jilda Cheishvili



Tsotne Samadashvili



Lana Bokuchava

