Final Report on Ken Walker International University Authorization

Expert Panel Members

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Co-chair: Professor Mihaly Boros, Institute of Surgical Research, University of Szeged, Hungary
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Tbilisi

30 June 2021

Authorization Report Resume

General information on the educational institution

Ken Walker International University LLC was founded in 2019 with the intention to create an international university that would provide affordable, high quality professional healthcare education in Georgia for both local Georgian students along with international students.

The name of the institution is in tribute to Professor Ken Walker - Professor at the Emory University School of Medicine, Neurology and Global Health, Honorary Citizen of Georgia, Greatest Friend of Georgia and Emory University agreed to collaborate with Ken Walker International University LLC, which has experience and expertise in the field of medical education. Emory University has a strong reputation for excellence in healthcare education and research and is a partner of the American non-governmental organization "Partners for International Development" (PfID), which has implemented numerous medical education projects in Georgia.

KWIU and Emory University have agreed a collaboration that will include joint educational and training programmes / learning courses, external evaluation of educational programmes, support with new teaching methods particularly in regard to an integrated MD programme, clinical clerkships in US sites and opportunities for exchange programmes for staff and students.

KWIU have a strong commitment to uphold the values and examples set by Professor Ken Walker to offer affordable high-quality health care education and by focusing on both medical education and public health as key areas for research and development will lead to graduates able to serve the needs of both their patients and their populations.

The first two programmes being developed are one-cycle educational programmes in Medicine and Stomatology.

Brief overview of the authorization site visit

The Self Evaluation Report and associated documents were sent to the expert panel on 28.05.21 with additional versions on 31.05.21. Each of the panel experts accepted 1 or 2 of the Standards for which they had expertise and agreed to take a lead role in the review of these Standards. However, all members were invited to review all documents and prepared areas of enquiry for all aspects of the site visit whilst accepting that the turnaround time was short.

Overall, the documentation submitted in both Georgian and English was well organized and easy to follow. The Self-Evaluation report was provided and gave a helpful overview of the development of Ken Walker International University (KWIU) to date and current plans to progress development once Authorization approval is achieved.

During the visit, the panel identified a list of documents which would offer additional information, and these were provided prior to the start of the Day 2 meetings.

The list of additional documents requested was:

1. Memorandum of cooperation with Emory University.
2. Any mapping that was done of Emory curricula to KWIU curricula.
3. Any market analysis survey that was done prior to the setting up of KWIU.
4. All the existing questionnaires (unless there is more than 8 in which case a sample of them would suffice).
5. Report of pilot authorization.
6. Evidence of activities conducted as a result of the pilot authorization.
7. Visual representation of the relationship between the two programmes (overlap, shared modules, physical capacity issues etc.).
8. Details of the Clinical Skills Centre - equipment (high and low fidelity simulators), space capacity, staffing, specific budget etc.
9. Sample of the Job description of the Course Co-ordinators.

10. Academic staff workload scheme.
11. Proof of Shareholder input.

The site visit took place 8th/9th June 2021, and the review was conducted remotely using Zoom. Site visit agenda was agreed prior to the visit, and it included meetings with representatives of the relevant groups. All members of the expert panel asked questions to KWIU representatives and contributed to the informal feedback given to KWIU at the end of the visit. A site visit took place on Day 2 with all local panel members taking part in person and the international panel members joining in via live video stream using mobile phones and Zoom.

Day 1 - Interview meetings were held with the following groups: KWIU assembly of partners, rector and head of administration and strategy development manager, elf-evaluation team, quality assurance team, academic council, heads of programmers (both MD and Stomatology) academic and invited staff and the dean.

Day 2 - Interview meetings were held with the following groups: International Relations Service, Human Resources Service, Student Service and Support office, Learning Process Management Service, Medical Education and Research Development Service, Library, IT manager and Chancellery, Financial Manager, Head of Administration services and Accountant. There were demonstrations of both - the online library portal and the Learning Management System.

In addition to interview meetings, the locally based panel members had a tour of Ken Walker International University campus and all facilities for students located there including teaching area, laboratories, clinical skills simulation centre and students' areas for dining, relaxation and self-study. In addition, they visited the Ken Walker Hospital, Unindent Dental Clinic and Research Centre and Chapidze Emergency Cardiology Centre.

Thereafter the panel held a closed meeting to conclude on the standards and prepare for the panel report and the brief feedback session to representatives of the University.

A draft report was submitted to NCEQE on 25th June 2021 and the Argumentative position of KWIU was returned to the expert panel on 29.06.21. The comments were considered by the panel, specifically in regard to Recommendations 5.2, 6.1, 6.2, 6.3 and a minor change to Standard 7 and feedback on these comments are included in each relevant section of the report. The final Report was submitted to NCEQE on 30th June 2021.

Overview of the HEI's compliance with standards

It is confirmed that the KWIU application for Authorization is aligned to the Authorization Standards for Higher Education Institutions, the Law of Georgia on Higher Education and Medicine Sector Benchmarks for Higher Education.

Overall, KWIU has made good progress towards achieving Authorization and the report reflects that. There are some areas that require to be addressed further as well as some suggestions intended to support progress and some areas of good practice are also identified.

Summary of Recommendations

(2.1) The current structure around the role, remit and processes of the Academic Council should be reviewed in order to determine if the planning is sufficiently detailed and its function, purpose and processes are understood and achievable so that it can be an effective governance body as the University grows and develops.

(6.1) There is a need to focus on external funding opportunities for the implementation of research projects and provide expert assistance and training for the academic staff with grant applications and project proposals.

(6.2) Proportional completion on a period-by-period basis of all planned research-related activities listed in Strategic Development Plan for 2021-2027 of the KWıU (Annex 2 and in Annex 28 (Activities defined for 2021-2027 in Research Development Strategy) with special attention being given to the start of the development the research center.

(6.2) More emphasis should be put on the recognition of research excellence by developing systematic and regular reviews of research outputs through scientometry, using numerical descriptors, instead of 'soft' qualitative criteria.

(6.2) Schemes should be implemented for recognition of research excellence, for example through the redistribution of teaching or administrative responsibilities that in turn may translate into research development.

(6.2) The assessment of research activities should be based on numbers and established indicators of scientometry (e.g., first or last authorship in Q1 or Q2 periodicals, number of co-authorships with students in scientific papers, etc.). Limits should be set to an accepted common basis to promote quality.

(6.3) The evaluation of research outputs should be made available for the stakeholders in the upcoming years, as at this point in time there are no statistical data on the current research activities.

Summary of Suggestions

(1.2) Extend surveys and collaboration with various employers and professional organizations of both medical doctors and stomatologists and in different health care settings to define how best to develop collaborative projects designed to enable students to be active members of society.

(2.1) The University might consider reviewing the committee/board organogram to make clear how all the various groups relate to each other in both a hierarchical and operational manner. This could then be shared widely with all staff and students.

(2.1) To support their vitally important internationalisation agenda, KWIU could explore it's current relationship with Emory University and identify the key factors in the success of that relationship and adopt these as way of indetifiyng and establishing a 'good fit' with future international partners.

(2.2) In relation to KWIU's commitment to having a quality culture, the panel suggests that the University explores ways to embed this in the student body so as they all understand the part that they can play in developing and maintaining that quality culture.

(2.2) KWIU are encouraged to identify a defined group of international countries from which to recruit students in order to focus not only marketing effort but also to be able to provided well informed career choices to graduates who are intending to return to work in their home countries which will all have variously different licensing requirements.

(2.3) In the case of a Disciplinary Committee involving a student, it is suggested that the Academic Council student member of the Disciplinary Committee is always from another faculty.

(3.1) According to the regulation for the annulment of the educational program the university can terminate an active program in case of "students' absence for last 4 years". Since the first phases of the program contain Medicine and Stomatology components it would be important to regulate them separately and more exactly; to determine what happens if and to what extent (down to zero?) the number of applicants to Stomatology or Medicine is reduced over the next four years.

(3.2) The "Rule for Planning, Elaborating, Approving, Developing, Altering, and Terminating Educational Programs" defines each stage of program planning with the consideration of market research/needs. In order to be most effective regular updates and sharing of these data (analysis of labour market and employer demands) is suggested.

(3.2) Enhancing collaborating with the employers and other stakeholders will ensure the dissemination of new knowledge in the local and international community.

(3.2) The role of the HEI in community development could be more specific.

(3.2) More data/information is needed on the integration of the Skills Centre (and simulation methods) and the clinical / hospital systems into the future life of the HEI.

(3.2) The organisational structure of the Faculty (Medical and Dental - Stomatology) could be presented better to visualize the operation of these parts, the interfaces and possible overlaps between them.

(3.2) Certain components inserted into the PPS course might be made thematically more compatible with the final LOs (e.g., week 5 of PPS 4, emergency medicine and CPR is inserted between CV and Pulmonary exams).

(3.2) Further clarification of the rules for nomination, qualification for being a clinical mentor, course coordinator would be helpful in the recruitment process.

(3.3) The academic staff and the international partner (Emory State University) were involved in planning and design of the program however there could be stronger links made to relevant labour market research. (as referred to in SER).

(3.3) The teaching material listed in syllabi supports the achievement of intended LOs, nevertheless, the recommended printed volumes (besides electronic versions, if any) should be up to date (the program is new, therefore it is important that the latest editions will be available in the library in appropriate numbers.

(3.3) It is unclear how the HEI will function/react during a novel, hypothetical breakout of pandemic. It is suggested that there is a developed flexible plan to adapt the educational processes, including the assessment of LOs during the challenging situations posed by such a crisis.

(3.3) In Step 2, Clinical Components; where students complete rotations at affiliated clinics of KWIU, the competence in specific procedures achieved by the completion of hands-on training could be detailed more fully and demonstrated better.

(3.3) It is suggested that Clinical heads are asked to provide annual reports of their teaching activities and that these are discussed in the Academic Council.

(3.3) The basis of the Skills Centre is expected to be used as starting points to increase the quality and weight of practical training, and therefore short and long-term development strategies are suggested.

(3.3) Long-term, strategic planning and investments in more complex simulations (i.e., scenarios with high fidelity computerized patient simulators such as trauma and ICU mannequins, birth simulators, etc.) is suggested – the high-fidelity simulation protocols may be incorporated later into a postgraduate curriculum as well.

(4.1) Clear Procedure ensuring the integration of new employees into work environment and their efficient involvement into the working process should be described in the Staff Management Policy.

(4.2) KWIU currently plan to increase the number of affiliated staff for 2026 however in order to attract the best quality staff it is suggested that they begin that process well in advance of that date.

(4.2) KWIU have detailed plans in place for recruitment of staff however Testimonials (such as we heard at the visit) from existing staff may well greatly enhance recruitment.

(5.2) Initally as student numbers will be small and the student support systems will remain relatively 'untested' for a few years, the data obtained from early surveys will be limited. KWIU might want to adjust for that in their review of benchmarks until the student numbers increase.

(5.2) It is suggested to raise awareness of predetermined consultation hours in academic and invited staff to ensure proper assistance to the students in the future.

(5.2) Provide more details about the programmes and ensure that website represents all the qualities of the university and provides adequate information for interested bodies.

(6.1) The cooperation with Emory Medical School envisages working in both educational and research directions. A decision is needed as to which direction the basic and/or clinical research will proceed (e.g., toxicology, neuroscience, neurosurgery, etc.) at KWIU. This would allow the linkage of research and teaching activities into the teaching agenda at the planned postgraduate (masters) level activities.

(6.1) The development of greater cooperation with scientific foundations and the business sector will enhance specific research activities.

(6.2) The establishment and active support of a system supporting student research (formation of student scientific circles) which may facilitate networking with Georgian and collaborating (Emory State University) institutions is suggested.

(6.2) Individual students and student associations also should be stimulated, motivated and rewarded, to develop these activities in HEI facilities.

(6.2) A good pillar of research support is co-funding policy– the Institution provides funds for all kinds of research projects if the application is co-funded by other institutions, and this will greatly increase the scale and scope of projects that can be supported.

(6.2) KWIU could introduce a requirement to involve students in the project in l applications for successful research grant funding. This approach will definitely increase scientific output/quality and the 'visibility 'of the university as well.

(6.3) KWIU might consider ways to make the importance that is placed on research activities and outputs more explicit through organisational structures such as a committee ("Scientific Council") dedicated specifically to "science and research" to coordinate the rather fragmented planning and administrative tasks, the control and supervision of scientific research-related activities at the HEI.

(6.3) The description of the rules for initiation, planning and monitoring of scientific activities and the elements described in the mechanism for evaluating the quality of research activities are either qualitative or too general with broad terms being used. It would be better if exact definitions are needed and scientometry, providing numbers.

(6.3) It would be helpful to collect and publish (on the website) statistical data on the current scientific – research-related activities and the quality of materials published to make future comparisons possible.

(6.3) Establishing priority areas in basic and clinical science will enable the faculty to promote more exactly itself, to recruit the best staff and collaborators, and to secure national and international funds to further support these activities.

(6.3) The balance between the responsibilities of the Academic Council and the leadership of the faculty's scientific and personal development programmes (medicine and stomatology) could be more clearly defined particularly as students begin to progress through the programmes.

(6.3) Constant and systematic monitoring of the research outputs, including proposals for innovation will be helpful during the first years to increase the quality and international visibility of the program.

(7.1) Consideration of the idea of creating a separate cafeteria for students might be appropriate.

(7.2) Increasing number of hard copies of the syllabi core textbooks will be beneficial.

(7.2) Although it is expected that access to the new Learning Management System will be available in clinics for students on placement, it is suggested that that needs to be confirmed in order that students are able to access all their learning materials and their e-portfolio information.

(7.3) As KWIU intends to use 'Google Meet' for online classrooms it has not been possible to test that to see if it offers sufficient functionality for medical education classrooms for many students spread over different locations. A back-up option of using a tried and tested platform (e.g., Blackboard) might be worth considering given the importance of reliability and robustness in online teaching technology.

(7.4) Although at this stage adequate funding is in place and the business plan looks robust universities that offer degrees in medicine and dentistry are becoming significantly more common

and so KWIU might consider diversifying its revenue stream through the development of programme other than in medicine and stomatology.

Summary of the Best Practices

(1.2) The methodology of developing the Action Plan has led to a comprehensive and clear series of actions with timelines and responsibilities and projected costs included in the document.   The layout of the Action Plan supports ongoing governance oversight at both a strategic and operational level.

(2.1) The partnership with Emory University School of Medicine has been founded on the basis of shared values and a mutual commitment to the achievement and realization of the vision and mission of KWIU.   As a result both institutions benefit from this relationship particularly through the elective/exchange opportunities for students and staff.

(2.2) The intention to embed the 'Quality Culture' across the whole institution with the explicit declaration that all members (staff and students) be involved in the maintenance and delivery of this culture is to be commended.

(3.1) The linking of both the MD programme and the Stomatology programme in the early years particularly through the PPS programme is a good example of shared learning and the importance of the development of transferable skills regardless of professional boundaries.

(3.3) A Medical Education and Research Development Service is introduced into the system, which oversees innovations in medical education and methodology and cares for the implementation with the usage of academic and administrative resources of the university.

(3.3) It is planned to review and analyse the results of student assessment on a regular basis, and to perform the evaluation of skills according to the EPA (Entrusted Professional Activities) being implemented as a pilot in the program, and allows for the detection of deficiencies at an early stage of instruction.

(5.2) The opportunities to do international electives/clerkships/internships in United States at both Emory University and its affiliated institutions is an excellent way to enhance student experiences and career options.
(7.1) The provision of an individual Boer Machine for each student on the Stomatology programme.
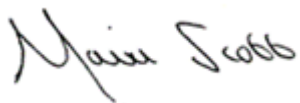
(7.3) The Electronic Learning Management System appears to be an extremely well designed virtual 'one stop' portal with students able to access their own data as well as educational materials and communication options.

Summary Table

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	**Mission and strategic development of HEI**	☒	☐	☐	☐
1.1	Mission of HEI	☒	☐	☐	☐
1.2	Strategic development	☒	☐	☐	☐
2.	**Organizational structure and management of HEI**	☒	☐	☐	☐
2.1	Organizational structure and management	☐	☒	☐	☐
2.2	Internal quality assurance mechanisms	☒	☐	☐	☐
2.3	Observing principles of ethics and integrity	☒	☐	☐	☐
3.	**Educational Programmes**	☒	☐	☐	☐
3.1	Design and development of educational programmes	☒	☐	☐	☐
3.2	Structure and content of educational programmes	☒	☐	☐	☐
3.3	Assessment of learning outcomes	☒	☐	☐	☐
4	**Staff of the HEI**	☒	☐	☐	☐
4.1	Staff management	☒	☐	☐	☐
4.2	Academic/Scientific and invited Staff workload	☒	☐	☐	☐
5	**Students and their support services**	☒	☐	☐	☐
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	☒	☐	☐	☐
5.2	Student support services	☒	☐	☐	☐
6	**Research, development and/or other creative work**	☐	☒	☐	☐
6.1	Research activities	☐	☒	☐	☐
6.2	Research support and internationalization	☐	☒	☐	☐
6.3	Evaluation of research activities	☐	☒	☐	☐
7	**Material, information and financial resources**	☒	☐	☐	☐
7.1	Material resources	☒	☐	☐	☐
7.2	Library resources	☒	☐	☐	☐
7.3	Information resources	☒	☐	☐	☐
7.4	Financial resources	☒	☐	☐	☐

Signature of expert panel members

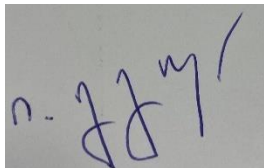1. Professor Mairi Scott (Chair);

2. Professor Mihaly Boros (Co-chair)

3. Dr Maia Zarnadze (Member)

4. Dr Irakli Gagua (Member)

5. Davit Makasarashvili (Member)

Compliance of the Authorization Applicant HEI with the Authorization Standard Components

1. Mission and strategic development of HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Strategic development plan of HEI corresponds with the mission of an institution, is based on the goals of the institution and describe means for achieving these goals.

1.1 Mission of HEI
Mission Statement of the HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.

Descriptive summary and analysis of compliance with the standard component requirements

Ken Walker International University's Mission and Vision statements are well laid out and clearly define the nature of the University's stated values and direction of travel. They seek to develop and deliver high quality programmes that are not only innovative but also focused on producing graduates who have the knowledge, skills and attitudes that will enable them to deliver high quality healthcare either in Georgia or in the other nations from whom they will be receiving students. The Values statement also indicates the qualities and outcomes they are seeking to embed into not only students but the whole university community as well.

Both the Mission and Vision statements describe the University's commitment to having an international focus and describe an ambitious goal "to be a globally recognized higher education institution with a reputation as a competitive and reliable partner in the healthcare and higher education field by 2027" as well as making clear their commitment to be engaged with the wider Georgian community and to benefit Georgia as a nation.

The senior staff in the University was well able to not only describe the Mission and Vision but also give contextualised examples of how they are being applied and developed. In addition, many of the staff members interviewed were also able to speak about their connection with the University's stated values and vision and several related this to the inspirational work of Professor Ken Walker in Georgia and Emory University and how KWIU will be a testament to his work.

Evidences/indicators
- SER
- University Website
- Appendix 1; Mission, Values and Vision document
- Interviews with Partners and Senior Executive Group
- Interview with Strategic Development Department
- Interviews with Academic Staff
- Interviews with Administrative staff

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's 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 Strategic Development
o HEI has a strategic development (7-year) and an action plans (3-year) in place. o HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning o HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Descriptive summary and analysis of compliance with the standard component requirements

KWIU LLC was founded in 2019 and the relationship which began with Professor Ken Walker's commitment to Georgia and the work had undertaken there has led to him being very highly regarded in Georgia. As such the expressed Values of KWIU are linked back to his work and hence the partnership with Emory State University, School of Medicine Atlanta, USA.

Emory University is ranked 85th in the World University Rankings 2021, and 42nd for health care education. (https://www.timeshighereducation.com/world-university-rankings/emory-university). KWIU is also a partner of the American non-government organization 'Partners' for International Development' (PfID) which has previously implemented various projects in Georgia in medical education and training.

Working in collaboration with Emory, KWIU have identified 7 areas for development:

1. Development of joint educational programmes / learning courses.
2. Training and professional training of the academic staff.
3. External evaluation of educational programmes.
4. Introduction of new / modern teaching methods / methodology.
5. Maximum support for integration of theoretical teaching with clinical aspects.
6. Expanding / Supporting the Access of Clinical Clerkships to US Clinical sites.
7. Organizing exchange programs not only for students but also for academic, invited and administrative staff.

The process for developing the 7-year strategic development plan and 3-year action plan was described in the SER and is evidenced in both the Action Plan 2021-2023 and the Strategic Development Plan 2021-2027. It involved the establishment of an Internal University Organizing Committee in February 2020 headed by the Rector of the university with membership from all structures of the university and stakeholders although these were not described in detail. A SWOT analysis was carried out which formed the basis of a questionnaire as to current and future needs.

This identified the strategic directions under 6 headings which then led to the detailed Action Plan with clear timelines for phased delivery and named staff members responsible for delivery in these areas:

1. Institutional development of the University.
2. Internationalization of the University.
3. Staff Empowerment.
4. Strengthening the research activities of the University.
5. Strengthening the quality of the teaching and learning process.
6. Participation in social activities and strengthening social responsibility.

They also developed a Strategic Development Evaluation Monitoring Plan which allows for regular monitoring of progress and an annual review document prepared by the University Strategic Development Working Group which details progress and suggests improvements. In addition, KWIU describes a Social Responsibility Strategy with plans for engagement with the local Georgia communities through a process of community and knowledge sharing, social, cultural and environmental projects and health promotion and public health activities. Students and staff will be expected to practically organize and deliver these projects as well as specific educational activities which will be open to members of the public.

Evidences/indicators
- SER
- University Website
- Appendix 1; Mission, Values and Vision document
- Annex 2; Action Plan 2021-2023
- Annex 2; Strategic Development Plan 2021 – 2027
- Memorandum of cooperation with Emory University

- Mapping that was done of Emory curricula to KWIU curricula
- market analysis survey that was done prior to the setting up of KWIU
- Interviews with Partners and Senior Executive Group
- Interview with Strategic Development Department
- Interviews with Academic and Invited Staff
- Interviews with Administrative staff
- https://www.timeshighereducation.com/world-university-rankings/emory-university

Recommendations:

None

Suggestions:

- Extend surveys and collaboration with various employers and professional organizations of both medical doctors and stomatologists and in different health care settings to define how best to develop collaborative projects together designed to make students active members of society.

Best Practices (if applicable):

- The methodology of developing the Action Plan has led to a comprehensive and clear series of actions with timelines and responsibilities and projected costs included in the document. The layout of the Action Plan supports ongoing governance oversight at both a strategic and operational level.

Evaluation

Please mark the checkbox, which best describes the HEI's 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. Organizational Structure and Management of HEI

Organizational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organizational Structure and Management
o Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
o Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
o HEI's Leadership/Management body ensures effective management of the activities of the institution
o Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalization.
Descriptive summary and analysis of compliance with the standard component requirements
KWIU has created an organizational structure which places the KWIU Partners Meeting alongside the Academic Council as the most senior groups responsible for delivery of the Strategic Plan. The KWIU Partners' Meeting is explicitly tasked with providing an 'economically stable and organizational environment'. It is also the group that appoints the person selected to be the Rector by the Academic

Council and approves the university budget as set by the Rector. The Academic Council is the highest representative governing body, and it was stated to the expert panel that the underlying reason for this body being given such an important status and function was that KWIU are committed to shared decision making with involvement of all staff either directly (by nature of their being on senior level committees) or through their staff representatives. (The exact process is detailed in KWIU Action Plan (2021-2023) Section 3; Staff Empowerment) The Academic Council consists of the Rector, two elected academic representatives from each university department, elected by secret ballot for a 4-year term. It elects its own Chair as the administrative lead through a majority votes again for a term of 4 years and elects the Rector using a similar process. All the election/appointments processes are in accordance with the predefined requirements of a recognition of the candidates' vision and plans and are transparent, equitable and aligned with the legislation.

The Academic Council and Rector have extensive remits which are well documented in the regulatory documents. The Academic Council regulations describe the membership, the powers, the meeting and decision-making rules, and the Chair's role however it is to be convened 'as needed but not less than once a year'. Given the extent of the remit it is likely that The Academic Council as it is currently designed will have to deal with an increasing workload as KWIU begins to recruit students and develop increased numbers of international collaborators. Whilst a shared decision-making policy is desirable the logistics of delivery as the scope and scale of tasks to be addressed by the Academic Council increases it may prove difficult to sustain. In addition, although the concept of having a shared decision-making process is commendable and the documentation around the duties and responsibilities etc. of the various groups involved in decision making at all levels is clear, during the interviews with staff groups there was not yet a fully formed shared understanding of how it will work in practice. As such a review of this element of the structure is recommended with the intention of clarifying the logistics of operationalizing the remit and process or increasing membership and/or resources to cope with the workload.

The SER describes the Head of Administration and the Quality Assurance Service as also being involved in governance, along with the structural units, Administrative Service, International Relations, Strategic Development and Human Resources Service, Medical Education and Research Development Service, and Library. In addition, the main educational units of KWIU with faculty level governance remits are- the Faculty Council and Dean of the Faculty, Learning Process management Service, Student Services and Support Service, Educational departments and the Rector has responsibilities for both educational and entrepreneurial activities. Whilst the University Structure diagram (Annex 4) showing the interrelationship of these units is not as clear as it might be in terms of reporting mechanisms, the various teams when interviewed were all aware of the details regarding their roles and responsibilities and the current reporting processes. At present it was acknowledged that the number of staff currently employed to work in the Services is small however it was confirmed there are plans for significant growth in staff numbers in place when KWIU starts to recruit students up to a maximum of 600 and to build new international partnerships. The Action Plan details the steps necessary to attract new staff and these include attracting foreign staff as well and these steps include the timeline for action/progress, the names of those responsible for delivery and the associated budget allocation for this area of activity.

The KWIU Action Plan 2021clearly identifies the activities that are required to deliver on the Strategic Plan 2021-2027, and these are extensively documented in a Spreadsheet format with clearly defined Tasks, Activities, Indictors, Responsibility, Finance and Timelines (2021 to 2023). This level of detail offers the Expert Panel considerable reassurance that KWIU has realistic and feasible plans for the delivery of their programmes.

In addition, KWIU has created a bespoke digital platform designed to allow not only document sharing across the University but also document tracking as well. This should help greatly as the workload overall expands. KWIU has also developed a plan for Business Processes Continuity that identifies potential risks including strategic, reputation, operational, technological, etc. and defines specific mechanisms to mitigate consequences and ensure smooth continuation of processes.

There is an additional Management Efficient Monitoring Mechanism and Evaluation System in place which is designed to support the smooth implementation of the management processes. By having these effectiveness monitoring mechanisms and pre-defined evaluation criteria, KWIU will be able to track progress towards their goals and identify any current problems, develop key findings and recommendation for improvement and then introduce main recommendations into the governance processes. There will also be an Annual Report produced to capture all these activities and progress.

Overall, the structures and responsibilities between various administrative and academic bodies are well-defined and should contribute to the implementation of the strategic goals of the university. All the staff interviewed were clear about the policies and procedures relevant to their responsibilities.

The University leadership clearly supports the internationalization agenda as it is one of the major pillars of KWIU's strategic vision. The action plan supports the steps necessary to prioritize internationalization of research, teaching, international recognition and institutional development. This is well described in the International Policy and Mechanism regulatory document. Also, it is recognized that KWIU already benefits from its established partnership with Emory University across the whole range of planned areas of development. This was fully documented in the Educational Support Agreement between Emory University and KWIU LLC for the MD Programme which includes detail of the relationship in terms of;

1. Purpose and Scope.
2. Term and Termination.
3. Faculty and Student Visitation
4. Clinical Education
5. Emory Oversight.
6. Coordinators. (Being the Head of the Academic Council and the KWIU Rector)
7. Research (including collaborative research projects)
8. Intellectual Property.

These details were confirmed in meetings with representatives of Emory University, including the KWIU partner who is a senior Faculty member at Emory university and The Head of the Academic council who is also an Assistant Dean of Emory University School of Medicine, Dean and Head of the MD programme. In addition, the Action Plan documents a commitment to develop joint research projects in 2023 and has allocated a budget of 50,000 Gel for this.

Along with this the Action Plan 2021-23 details plan for developing additional partnerships with other international HEI's and on discussion with senior faculty they all expressed a commitment to seeking partnerships with other HEI's in different locations and to describe other approaches to allow identification of possible future partners. They also acknowledged the reality that there is an urgent need to establish KWIU's reputation as a credible HEI, which given it is a new institution will take time to achieve. This activity is also included in the Action Plan Section 2: Internationalization of the University with the bulk of the activity schedules to take place in third quarter 2022, initially prioritizing the establishment of KWIU as a known HEI committed to delivering education based on its values. All the staff member interviewed spoke with enthusiasm about the commitment KWIU has made to them to enable international opportunities to not only enhance the institutional international profile but also as a way of helping them with their individual career progression.

Evidences/indicators
- Self-Evaluation Report
- University Website
- Appendix 1; Mission, Values and Vision document
- Annex 2; Action Plan 2021-2023
- Annex 2; Strategic Development Plan 2021 - 2027
- Appendix 4; University Structure
- Annex 5; Provision of KWIU LLC
- Annex 5; Provision of Faculty of Medicine & Stomatology
- Annex 5; Provision of Quality Assurance Service
- Appendix 6; Business Process Continuity Plan
- Appendix 7; Management Efficiency Monitoring Mechanisms and Evaluation Systems
- Appendix8; Internationalization Policy and Mechanisms
- Appendix 9; Quality Assurance Mechanisms and Evaluation of Effectiveness
- Educational Support Agreement between Emory University & KWIU LLC
- https://med.emory.edu/MDPHD/overview/faculty/executive_faculty/index.html
- http://directory.service.emory.edu/index.cfm?SearchString=archil+undilashvili&s=0
- https://open.library.emory.edu/profiles/aundila/
- Interviews with staff

Recommendations:

- The current structure around the role, remit and processes of the Academic Council should be reviewed in order to determine if the planning is sufficiently detailed and its function, purpose and processes are understood and achievable so that it can be an effective governance body as the University grows and develops.

Suggestions:

- The University might consider reviewing the committee/board organigram to show how all the various groups relate to each other in both a hierarchical and operationall manner. This could then be shared widely with all staff and students.
- To support their vitally important internationalisation agenda, KWIU could review it's current relationship with Emory University, and identify the key factors in the success of that relationship and adopt these as way of indetifiyng and establishing a 'good fit' with future international partners.

Best Practices (if applicable):

- The partnership with Emory University School of Medicine has been founded based on shared values and a mutual commitment to the achievement and realization of the vision and mission of KWIU. As a result, both institutions benefit from this relationship particularly through the elective/exchange opportunities for students and staff.

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

    ☐ Complies with requirements.

    ☒ Substantially complies with requirements

    ☐ Partially complies with requirements

  o   ☐ Does not comply with requirements

2.2 Internal Quality Assurance Mechanisms

- o Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.
- o HEI has a mechanism for planning student body, which will give each student an opportunity to get a high-quality education.

Descriptive summary and analysis of compliance with the standard component requirements

KWIU describes a comprehensive quality culture as being a key part of the values of the institution. This should be understood and operationalized by all staff and students in all activities and outcomes. As part of that there is a well described series of activities that are undertaken by the Quality Assurance Service who seem to be adequately equipped and resourced to do this work as evidenced by the very well laid out and detailed documents submitted to the Expert Panel. Their activities range from processes being based on the PDCA cycle, surveys and evaluations of many routine activities, self-assessment processes and performance reviews for staff and students, annual reports with detailed analysis of data (created though the Learning Management System) to the monitoring of the structural units and the progress on strategic and action plans. These processes cover all areas of activity and inform all decisions taken within KWIU.

The vision of having a 'quality culture' was explored with the various staff groups interviewed and all were able to acknowledge that it was a key priority for KWIU and that they had a part to play in achieving that. It will be important to ensure that when students start to arrive, they are also aware of the part they have to play in maintaining a quality culture and very often the best way to achieve that is including them in all relevant processes as well as by responding to their concerns and feedback in a timely and effective manner. Plans are in place for that to happen however until students arrive it is not possible to test that.

In relation to determining the likelihood that students will all receive a "quality education" and that educational programmes are sustainable and implemented effectively, the University has determined the maximum numbers of students it can accept across the whole 6 years. They have produced a 'Student Contingency Planning Methodology' designed to ensure that material and human resources are in place for each programme. This details the essential components of resource indicators, targeted benchmarks with staff: student ratios not to exceed 1/12 for both academic and visiting staff, each programme having at least 4 professors or associate professors and one affiliate or associate professor, material, information and financial resource, library resource and financial resources and other circumstances such as educational programme demand ratio, student dropout rate/transfer requests, academic process monitoring and analysis and graduate employment rate and employer satisfaction. Achievement of all aspects is measured with targeted benchmarks and monitored as part of the Action Plan 2021-23 by the Quality Assurance Service with involvement of the various other services as appropriate. Final decisions on student admissions are made by the Academic Council.

As yet KWIU have not decided exactly which countries the international students will come from – the proportion or ratio of Georgian to international students or which countries are to be priority target for student recruitment. Given the complexity of international regulations for provision of licenses to practice for healthcare professional graduates and the University's declared commitment to providing all students with career guidance this may prove logistically challenging. As such it might be advisable to identify key countries for recruitment and focus on them at least at the outset.

Evidences/indicators
- Self-Evaluation Report
- University Website
- Appendix 1; Mission, Values and Vision document
- Annex 2; Action Plan 2021-2023
- Annex 2; Strategic Development Plan 2021 - 2027
- Appendix 4; University Structure
- Annex 5; Provision of KWIU LLC
- Annex 5; Provision of Faculty of Medicine & Stomatology
- Annex 5; Provision of Quality Assurance Service
- Appendix 6; Business Process Continuity Plan
- Appendix 7; Management Efficiency Monitoring Mechanisms and Evaluation Systems
- Appendix8; Internationalization Policy and Mechanisms
- Appendix 9; Quality Assurance Mechanisms and Evaluation of Effectiveness
- Appendix 10; Students Contingency Planning Methodology
- Appendix 26; Career Support Service
- Sample Questionnaires
- Interviews with staff

Recommendations:

None

Suggestions:
- In relation to KWIU's commitment to having a quality culture, the panel suggests that the University explores ways to embed this in the student body so as they all understand the part that they can play in developing and maintaining that quality culture.
- KWIU are encouraged to identify a defined group of international countries from which to recruit students in order to focus not only marketing effort but also to be able to provided well informed career choices to graduates who are intending to return to work in their home countries which will all have variously different licensing requirements.

Best Practices (if applicable):
- The intention to embed the 'Quality Culture' across the whole institution with the explicit declaration that all members (staff and students) be involved in the maintenance and delivery of this culture is to be commended.

Evaluation

Please mark the checkbox, which best describes the HEI's 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. Observing Principles of Ethics and Integrity

- o HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.
- o Institution has implemented mechanisms for detecting plagiarism and its prevention.
- o HEI follows the principles of academic freedom.

Descriptive summary and analysis of compliance with the standard component requirements

The HEI has developed a Code of Ethics that sets out the rules and expectations regarding conduct activities (both within and out with the University) and the procedures that would be followed should there be any breach of the Code. The likely consequences of these actions are also described as are the rights on those charged with a violation of the Code. The University has created a Disciplinary Committee which consists of the Rector, the Head of Administration and one elected member of the Academic Council (and if the case involves a student, then one student member who is a member of the Faculty Council) is also involved. The student representative is from different school if there is conflict of interest, otherwise the selected Academic Council student will be from same faculty. However, as it can be difficult always to be clear about the nature of 'conflicts of interest' and because the two students may be working together in the future e.g., on placements etc., it is suggested that the Academic Council student member of the Disciplinary Committee is always from another faculty.

The Code of Ethics is publicly available to all interested and obligated individuals on the university website.

In addition, KWIU also has university by-laws which relate more to working practices and potential disciplinary procedures such as breach of contract, health and safety breaches etc. which applies to both staff and students when relevant.

The mechanisms for detecting plagiarism are in place, namely KWIU plans to use digital technology and a plagiarism software programme (https://plagiarismcheckerx.com/) to detect plagiarism for both educational programmes. The actions that happen as a consequence of any breaches in the code regarding plagiarism are quite clear and well documented in the 'Detection of plagiarism, prevention, plagiarism, Case response procedures and mechanisms document' for both students and staff to see. However, the intention is more to focus on prevention of plagiarism by introducing students early on to the principles of academic honesty through the Patient, Physician and Society programme. They intend to link this through Academic Integrity Campaigns designed to enable learning about academic freedom and the mutuality of responsibility and accountability, all of which are necessary for those in academic institutions (staff and student) to prosper.

KWIU documents a commitment to upholding the principles of Academic Freedom as this is one of the nine fundamental values of the University. This is documented in the Mission, Values and Vision statements and the Provision of KWIU and academic staff members when interviewed were all aware of KWIU's commitment to these values.

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Evidences/indicators
- Self-Evaluation Report
- Provision of KWIU LLC
- Annex 1; Mission, Values and Vision Statements
- Annex 5; Provision of Faculty of Medicine & Stomatology

- KWIU LLC Detection of plagiarism, prevention, plagiarism, Case response procedures and mechanisms document.
- KWIU Code of Ethics
- University Website
- Interviews with staff
- https://plagiarismcheckerx.com/

Recommendations:
None

Suggestions:
• In the case of a Disciplinary Committee involving a student, it is suggested that the Academic Council student member of the Disciplinary Committee is always from another faculty.

Best Practices (if applicable):
None

Evaluation
Please mark the checkbox, which best describes the HEI's 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. Educational Programmes

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes

3.1 Design and Development of Educational Programmes
HEI has a policy for planning, designing, implementing and developing educational programmes.

Descriptive summary and analysis of compliance with the standard component requirements

Planning and designing of the one-cycle educational programmes in medicine and in dentistry was collaborative, involving several key actors, including the compilers of the SER and future trainers for the programmes. The participatory process was coordinated and regulated; ample evidence was provided in this respect. These processes involved an international collaborator with extensive educational and strong research experience (Emory State University, Atlanta, USA) and there was a regular exchange of views regarding the design and development, and by this way the internal, institutional perspectives and future external needs could also be met. As concerns elaboration and developments, the program is new, the HEI was founded in 2019, and thus there are no performance data or feedback reports on the implementation phase.

The HEI has defined the curriculum models and the instructional methods employed. The programme (medicine and dentistry, both) is aligned with the European Credit Transfer and Accumulation System (ECTS) and corresponds with Georgian and international standards: it is not only knowledge, but competence based. To earn academic degree (MD) a medical student should earn 360 ECTS and for the qualification of DDM 300 ECTS credits are needed. There are no major discrepancies between the number of allocated ECTS and the actual students' workload.

The Academic Council (AC) is the highest governing body of the HEI. The AC approves the educational programmes and makes decisions on the implementation or cancellation of changes while Quality

Assurance Service (QAS) of the HEI ensures the quality of educational programmes, their implementation and their approximation to international standards. A range of valid performance indicators are considered, and the educational programmes (medicine and dentistry, both) proceed according to commonly accepted principles of the scientific method; evidence-based medicine, analytical and critical thinking is taught throughout the curricula, which may allow students the ability to participate in the scientific development of their profession. Besides, the programmes incorporate contributions of behavioural and social sciences and medical ethics that in theory enables effective communication and clinical decision making. The proper integration between basic medical sciences and clinical subjects seems to be guaranteed as well and this process should provide the enrolled students skills to assume appropriate clinical responsibility upon graduation and to continue their professional development. Nevertheless, as an early warning, certain extra operational linkage must be assured now between the graduate and postgraduate educational programmes (the subsequent stage of training and practice that the student will possibly enter after graduation) to promote an uninterrupted teaching and learning process.

Evidences/indicators

- Self-Evaluation Report
- Rule for Planning, Elaborating, Approving, Developing, Altering, and Terminating Educational Programs (Annex 14)
- Educational programmes Medicine and Stomatology
- Interview with staff

Recommendations:

None

Suggestions:

- According to the regulation for the annulment of the educational program the university can terminate an active program in case of "students' absence for last 4 years". Since the first phases of the program contain Medicine and Stomatology components it would be important to regulate them separately and more exactly; to determine what happens if and to what extent (down to zero?) the number of applicants to Stomatology or Medicine is reduced over the next four years.

Best Practices (if applicable):

- The linking of both the MD programme and the Stomatology programme in the early years particularly through the PPS programme is a good example of shared learning and the importance of the development of transferable skills regardless of professional boundaries.

Evaluation

Please mark the checkbox, which best describes the HEI's 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 Structure and Content of Educational Programmes

- o Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted
- o With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.

Descriptive summary and analysis of compliance with the standard component requirements

It is important to note that the current evaluation assesses plans, and these plans are well formulated, and the efficiency of implementation will be exactly judged with performance indicators once the

programme is up and running. The Expert Panel agreed that the admission numbers and the student-tutor ratios are adequately planned for the start of the educational program with matching teaching methods. The HEI defined the content, extent and sequencing of courses and described the curricular elements, including the balance between the core and optional contents. The components of programs are in harmony with the mission statement of the HEI and follow a logical sequence. The HEI utilizes several standard and modern methods and technologies for measuring the LOs. As a whole, the structure is sound and clear, makes the analysis easy, in general terms the LOs are clearly and logically distributed and comply with the goals of the programs (medicine and stomatology, both), the requirements are well-defined and largely correspond to the LOs of comparable HEIs.

The syllabi of compulsory and elective courses give clear information on the details of the programmes and the number of ECTS/credit hours allocated per course. The number of contact hours, depending on the different teaching-learning methods varies and corresponds to the content of the course/module/clerkship and the LOs. Small groups (10-12 students in preclinical phase, 4-6 in clinical years) are used to engage students in different forms of teaching: interactive lectures, seminars; teaching in clinical environment; use of simulated scenarios and standardized patients; role playing; laboratory teaching - and as a whole, the curriculum mapping provided ample information regarding the links of study courses with the outcomes. Besides, the HEI presented the methodology for developing an individual curriculum, according to the special educational needs of a student - such as different levels of academic training or for students involved in internal or external mobility.

More specifically, the medical curriculum is integrated, it has vertical and horizontal integration of subjects and introduces the development of clinical skills from early stage of teaching, which intensifies in later years (the development is ongoing for 6 years). The stomatology program is partially integrated and based also on the standards of quality in medical education; in addition to the fundamental and general clinical principles, the program is based on the development of specific ethical and professional values in dentistry. At the preclinical stage both medicine and dentistry programs are composed of modules according to anatomical-functional systems, and in parallel, the students acquire basic technical/practical skills at the Simulation Centre of the HEI which is a clear advantage and an exceptional possibility for course providers. The preclinical stage of the Medicine program includes „Premedical/ preparation", „Foundations of Medicine" (Healthy Human, Humans Diseases) phases, while the clinical stage consists of „Application of Medical Sciences", „Discovery" and „Transition" components, respectively. Discovery phase ("research" with 4 ECTS, "research project" with 6 ECTS credits) involves structured time for students who conduct research in different field of basic or clinical medicine, healthcare organization or other areas connected to medicine, and in this phase didactic and practical parts are planned. Development of professionalism at the preclinical stage is provided by the „Patient, Physician and Society" (PPS) course. How efficiently students undergo clinical / practical training in this system is still unclear, due to the fact that the programme does not have graduated or final stage students.

A strong and structured support system is envisaged in both programmes, each course has a course advisor – mentor, coordinator, providing academic and career development counselling and supervisors during clinical clerkships. The way and intensity of communication between supervisors, mentors and students also seems to be appropriate.
The MD program was developed in collaboration with the international partner with the strategic goal of training internationally competitive and competent, highly skilled physicians having knowledge, ability, and behaviours required for postgraduate training. Another goal of the programme is to provide high quality education with effective communication applying interpersonal and professional communication skills (field-specific competencies: to carry out a consultation with a patient). For this purpose, the program provides a Georgian language course as a mandatory component, but given that the language of instruction is English, it is likely that more emphasis, additional, special training courses for medical communication and related fields (such as principles of ethics, history taking or communication in family medicine) in Georgian language would be necessary in later semesters, perhaps with the help of simulated patients or additional (elective) learning possibilities.

Evidence is provided in SER that the HEI employs individual education planning (IEP) to help a student meet individual goals. Student-specific outcomes, performance objectives, teaching methods, materials, and updated strategies will be implement during IEPs.

Proof to be able to work in teams, management of conflicts is also included in the clinical curriculum and the practice-based aspects, the practical parts of clinical subjects were defined and more directly, access to bedside clinical practice seems to be guaranteed.
In summary, the professional content and structure of the training, the teaching and learning support methods used are up to date, meet the professional requirements and are suitable for achieving the LOs. However, it is important to note again that there are no comparative performance data. The

access to the educational programmes is ensured, it is transparently accessible to all interested individuals and is published on the webpage of the institution.

Evidences/indicators

- Self-Evaluation Report
- Interview results
- Appendix 10; Students Contingency Planning Methodology
- Appendix 14; Rule for Educational Programme Planning and Changes
- Annex 15; KWIU Medicine Programme and Syllabi
- Annex 15; KWIU Stomatology Programme and Syllabi
- Sample of the Job description of the Course Co-ordinators
- Interview with staff

Recommendations:

None

Suggestions:

- The "Rule for Planning, Elaborating, Approving, Developing, Altering, and Terminating Educational Programs" defines each stage of program planning with the consideration of market research/needs. In order to be most effective regular updates and sharing of these data (analysis of labour market and employer demands) is suggested.
- Enhancing collaborating with the employers and other stakeholders will ensure the dissemination of new knowledge in the local and international community.
- The role of the HEI in community development could be more specific.
- More data/information is needed on the integration of the Skills Center (and simulation methods) and the clinical / hospital systems into the future life of the HEI.
- The organisational structure of the Faculty (Medical and Dental - Stomatology) could be presented better to visualize the operation of these parts, the interfaces and possible overlaps between them.
- Certain components inserted into the PPS course might be made thematically more compatible with the final LOs (e.g. week 5 of PPS 4, emergency medicine and CPR is inserted between CV and Pulmonary exams).
- Further clarification of the rules for nomination, qualification for being a clinical mentor, course coordinator would be helpful in the recruitment process.

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.3 Assessment of Learning Outcomes

HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Descriptive summary and analysis of compliance with the standard component requirements

The syllabi give clear information on the compulsory and elective courses, the compilation of the

courses, and the number of ECTS/credit hours allocated per course. The LOs describe the minimum competences required for graduation, are basically complying with the requirements, well-defined by the SER and the program descriptions as well at the micro level (per lecture/practical work, etc.) and largely correspond to the LOs of comparable higher education institutions. These were developed in harmony with the cooperating institution (Emory State University.

In Step 2, Clinical Components: Application of Medical Sciences, Discovery phase, and Transition phase, students complete rotations at affiliated clinics of KWIU and the competence in specific procedures achieved by the completion of hands-on training could be demonstrated better. Certain components are listed in the PPS courses (as first aid, trauma management, and development of clinical skills on medical mannequins) but it seems that many of these are missing from Appendix 1 (e.g., basic wound care, to provide primary care for trauma in accordance with current medical guidelines, use of cardiopulmonary resuscitation and basic life support according to current medical guidelines).

The Learning Outcome Evaluation Plan outlines how program LOs will be evaluated at the end of the program. The evaluation forms and methods for all academic courses on the program are transparent, preliminarily accessible, the information is available in the syllabi of all courses. A student portfolio has been introduced where individual achievements will be recorded from the first semester and will allow the self-assessment of academic development and finding the ways for progression.

The program uses adequate teaching-learning methods and relevant assessment techniques such as OSPE, OSCE, exams with simulated patients to evaluate the students' academic performance. More directly, simulators (low and high-technology simulations, manikins) are used extensively for procedural skills assessment, simulated patients and real-life scenarios (later, in the clinical environment) with teamwork, simulated dilemmas and formative and summative assessments for clinical skills assessments. How efficiently students undergo clinical training with patients is unclear in this phase. Nevertheless, there is evidence for good practice, WPBA (Workplace-Based Assessment) is planned with Minimal Clinical Evaluation Exercise, Direct Observation of Procedural Skills and Case-Based Discussions in the clinical settings and the number of clinical tutors, their language skills, the selection criteria of supervisors and the capacities of the clinical hospitals were demonstrated sufficiently (and determined by contracts).

The basis of the Skills Centre is expected to be used as starting points to increase the quality and weight of practical training, and therefore short and long-term development strategies are suggested. It seems likely that the current environment meets the demand of preclinical courses and the integration of procedural knowledge obtained during simulation skills training into the presented clinical curriculum, but the technical background can be developed further with diagnostic and technical/interventional possibilities. Directions of skills development are always depending on local interests and traditions, but typically include internal medicine (with subspecialties), surgery (with subspecialties), anaesthesiology and intensive care, diagnostic imaging, emergency medicine, general practice/family medicine, obstetrics and gynaecology, paediatrics, etc.). Here are two examples (proposals) for development avenues for these areas, as follows:

- Basics of general surgery, providing individual suturing pads and instrument sets for students AND computerized training programs - e.g. Suture Tutor / Minor Surgical Skills. Minimally invasive surgery workstations and simulation box trainers (e.g. Minimal Access Trainers - these may be used to teach and assess both cognitive and technical skills as well). In this sense, the Skills Center could provide medical education and enhancement of personal skills during graduate, postgraduate and CPD activities).
- Medical imaging simulation using diagnostic ultrasound and the acquisition of pre-clinical skills with specified anatomical phantoms and protocols.

While applying modern simulation technologies is chief priority, it would be important to develop a set of practical procedures that students must master by the end of the specific disciplines (medicine and stomatology, respectively) at the end of the study programmes, and assess them not only in simulated but in real clinical contexts, too. Here it should be noted that if the language of instruction is English and according to the plans the majority of students would be foreign citizens, the lack of proper command of the Georgian language may cause communication difficulties with Georgian patients and relatives.

Evidences/indicators
- Self-Evaluation Report

- Interview results
- Appendix 10; Students Contingency Planning Methodology
- Appendix 14; Rule for Educational Programme Planning and Changes
- Annex 15; KWIU Medicine Programme and Syllabi
- Annex 15; KWIU Stomatology Programme and Syllabi
- Mapping that was done of Emory curricula to KWIU curricula
- Visual Representation of the relationship between the two programmes (overlap, shared modules, physical capacity issues etc.)
- Details of the Clinical Skills Centre - equipment (high and low fidelity simulators), space capacity, staffing, specific budget etc.
- Interviews with staff

Recommendations:

None

Suggestions:

- The academic staff and the international partner (Emory State University) were involved in planning and design of the program however there could be stronger links made to relevant labour market research. (as referred to in SER).
- The teaching material listed in syllabi supports the achievement of intended LOs, nevertheless, the recommended printed volumes (besides electronic versions, if any) should be up to date (the program is new, therefore it is important that the latest editions will be available in the library in appropriate numbers.
- It is unclear how the HEI will function/react during a novel, hypothetical breakout of pandemic. It is suggested that there is a developed flexible plan to adapt the educational processes, including the assessment of LOs during the challenging situations posed by such a crisis.
- In Step 2, Clinical Components; where students complete rotations at affiliated clinics of KWIU, the competence in specific procedures achieved by the completion of hands-on training could be detailed more fully and demonstrated better.
- It is suggested that Clinical heads are asked to provide annual reports of their teaching activities and that these are discussed in the Academic Council.
- The basis of the Skills Centre is expected to be used as starting points to increase the quality and weight of practical training, and therefore short and long-term development strategies are suggested.
- Long-term, strategic planning and investments in more complex simulations (i.e., scenarios with high fidelity computerized patient simulators such as trauma and ICU mannequins, birth simulators, etc.) is suggested – the high-fidelity simulation protocols may be incorporated later on into a postgraduate curriculum as well.

Best Practices (if applicable):

- A Medical Education and Research Development Service is introduced into the system, which oversees innovations in medical education and methodology and cares for the implementation with the usage of academic and administrative resources of the university.
- It is planned to review and analyse the results of student assessment on a regular basis, and to perform the evaluation of skills according to the EPA (Entrusted Professional Activities) being implemented as a pilot in the program and allows for the detection of deficiencies at an early stage of instruction.

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

o ☐ Does not comply with requirements

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management

- o HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan.
- o HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.

Descriptive summary and analysis of compliance with the standard component requirements

Ken Walker International University has elaborated The Staff Management Policy Document which focused on staff development. According to this document the general principles of the staff management are - Corporate responsibility; Co-participation; Development orientation; Academic freedom; Teamwork. Interviews with different groups show, that the development orientation is the most important reason for the persons to choose the KWIU as their working place.

KWIU staff consists of academic, invited, administrative and support staff. Rules and procedures for hiring (electing/appointing) the staff are clearly described in the Staff Management Policy. These rules are transparent and objective and should ensure attracting and hiring qualified employees. The interviews with the academic, invited and supportive staff show, that these rules are working.

Affiliation with the University involves - The obligation of the affiliated person to carry out his / her main research and educational activities in the affiliated higher education institution; The results of a research conducted by an affiliated person are considered to be a survey conducted by a higher education institution; The obligation of the affiliated person is to supervise the scientific-research activities of the students of the higher education institution and Aaffiliated staff are familiar with these obligations.   However, the University has not a high number of the affiliated staff and for the sustainability of the programmes it is important to increase these figures. For the involvement of academic and scientific staff in educational, research, creative, performing and other important decision-making processes, they are represented in the Faculty Council and Academic Council.

KWIU has development oriented, motivated staff and has a strategy for the professional development of its staff - To organize relevant trainings for the needs of the University administrative and support staff; Support for international mobility; Professional training; To invite successful speakers; Training of academic and invited staff in research and teaching methods; To organize development-oriented workshops with the participation of international expert.

KWIU has preliminarily defined principles of remuneration and encouragement, which takes into consideration employees performance evaluation results; (staff are familiar with these principles).

The total number of the staff at KWIU is 175, among them academic 55, affiliated academic staff – 5, the number of the international academic scientific staff involved in teaching -7, involved in research 7.

At KWIU Staff assessment serves to support staff and its development to achieve university success. The University distinguishes the academic and invited staff assessment from the administrative and support staff assessment. Members of the QA department during the interview described how they are going to actively utilizes staff evaluation and satisfaction survey results in the process of staff management and further development as described in the Action Plan 2021-23 and Staff Management Policy and Evaluation Rules for Research and Academic Activities of Staff documents.

HEI sets benchmarks for the staff and the work completed by them in order to effectively manage the institution's activities and it also constantly tries to improve the benchmarks.
The qualification requirements of academic/scientific/invited/administrative/support staff, considering their job descriptions, functions and existing legislation are clearly described in the Staff Management Policy Document.

Staffs' qualifications at KWIU are in line with HEI qualification requirements.

Evidences/indicators

- Appendix 19; Staff Management Policy.
- Appendix 30; Evaluation Rules for Research and Academic Activities of Staff.
- Job descriptions and qualification requirements
- Terms and conditions for academic staff affiliation 48
- Competition documentation
- Personal files of staff
- Staff statistics
- Samples of staff contracts
- Budget
- Academic/Scientific and Invited Staff Workload
- SER
- Interview with the academic, invited staff, Rector, Human Resource management service, Quality Assurance Service.

Recommendations:

None

Suggestions:

- Clear Procedure ensuring the integration of new employees into work environment and their efficient involvement into the working process should be described in the Staff Management Policy.

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's 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. Academic/Scientific and Invited Staff Workload

Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them

Descriptive summary and analysis of compliance with the standard component requirements

KWIU has a methodology for determining number of the academic and invited staff, where is defined the minimum number of academic hours and semester training load for staff. In this methodology there is an academic and invited staff workload scheme which will be updated every semester however as the programmes have not started this is not yet evidenced in practice. The scheme includes teaching, scientific/research/creative/performing and other workload according to academic staff's functions and duties. In determining the number of the students, invited and academic staff, KWIU elaborated special criteria, which are clearly described in the Student Contingency Planning Methodology.

HEI has methodology for determining the number of academic and invited personnel. The number and workload of academic and scientific staff ensure implementation of educational programmes, and proper fulfilment of research/creative/performing/other activities and functions/duties assigned to them. To ensure programme sustainability, while planning the number of academic, scientific and invited staff, the institution considers the number of future students on each programme, the specifics of the programme, and best international practices.

KWIU currently has only 5 affiliated staff. They define his/her primary affiliation to a single HEI based

on an agreement between the academic staff and the HEI. Ratio of the affiliated staff number to the number of students is 5/0, target benchmark 30/600 for 2026.

Affiliation terms and conditions are written out in a formal agreement between the academic staff and the HEI. Although plans are in place for active staff recruitment once authorization has been achieved there is only a small number of staff currently employed particularly for the MD programme. Those that are employed are well qualified and at interview expressed strong commitment to ensuring the success of the programmes.

KWIU acknowledges that recruitment is a priority area for them and has plans to do this including strengthening the Human Resources Service, identified on the Action Plan 2021-23 along with dedicated budget for this as having already started. They have also included several attractive features in the staff contracts on offer. These include a strong commitment to staff development both in-house and externally and particularly though international exchange opportunities for teaching experience and research. In particular the intention is for staff to be offered a trip to Emory University for professional development. In addition, KWIU has developed a Wage Policy with a multi-stage remuneration system with annual increases of at least 15% of staff budget over the next 5 years and a bonus system from 2023 that recognizes academic achievement.

HEI sets benchmarks for its staff in order to effectively carry out its educational/research/creative/performing activities. The institution also works on the improvement of the benchmarks.

Evidences/indicators
- Annex 2; Action Plan 2021-23
- Ken Walker International University Staff Management Policy
- Terms and conditions for affiliation of the academic personnel of Ken Walker International University LLC.
- Student Contingency Planning Methodology;
- Methodology for determining the number of academic and invited personnel of Ken Walker International University
- Personnel Load Document. - Statistical indicators of the number of personnel
- SER
- Interview with the academic, invited staff, Rector, Human Resource management service

Recommendations:

None

Suggestions:
- KWIU currently plan to increase the number of affiliated staff for 2026 however in order to attract the best quality staff it is suggested that they begin that process well in advance of that date.
- KWIU have detailed plans in place for recruitment of staff however Testimonials (such as we heard at the visit) from existing staff may well greatly enhance recruitment.

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's 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. Students and Their Support Services

HEI ensures the development of student-centered
environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students, implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services

5.1. The Rule for Obtaining and Changing Student Status, the Recognition of Education, and Student Rights
o For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period. o HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

KWIU has clearly defined procedures regarding the student status, mobility, qualification granting and recognition of education, which are described in the Provision of Ken Walker International University. The rules are in line with the "Law of Georgia on Higher Education", and the document is publicly available in English and Georgian on the university website. HEI also provides detailed information about admission procedures on the website. Additionally, the program administration team has developed a "Handbook for Students", which includes information about student status, rights, regulations of KWIU, code of ethics, appeal system etc.

Provided samples of agreement between HEI and students ensure that students' rights and interests are protected. As HEI is newly established and has neither active students nor alumni expert panel was unable to assess examples of the procedures described in provision being effectively implemented. However, interview results have shown that HEI plans to be very student-focused and protecting the lawful interests of students is a part of the university's overall culture.

The university has an agreement with psychotherapy Centre "Kamara LLC", which will enable students with relevant needs to receive support from qualified professionals.

Evidences/indicators
- Provision of Ken Walker International University LLC
- Code of Ethics of Ken Walker International University LLC
- Samples of agreements between HEI and students
- University website
- Interview results

Recommendations:
None

Suggestions:
None

Best Practices (if applicable):
None

Evaluation
Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.2 Student Support Services
o HEI has student consulting services in order to plan educational process and improve academic performance

- o HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development
- o HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
- o HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

The function of student support and career development services in KWIU is performed by Student Services and Support Office. It takes responsibility to provide counselling to students about educational processes and their academic performance, employment opportunities, development of employment-related skills, and support their initiatives. The dean's office and program managers are also involved in this process as they are ready to assist students in efficiently managing their studies by face-to-face communication.

HEI plans to conduct Induction Week for newly enrolled students, which will include orientation meetings with faculty, invited personnel, student services, Quality Assurance Service, administration and student organizations, white coat ceremony, city sightseeing for international students, etc. At this stage, students will get acquainted with the specifics of the administration of educational processes and regulations of the institution. This will help them integrate into university culture. Student Services and support office will employ course coordinators. Regulations of programs state that each coordinator will be responsible for providing support to the mean of 50 students. They will have two scheduled meeting in the semester to personally become acquainted with each student and provide individualized support. Their responsibilities will also include assisting with career development and post-graduate education by offering training courses on writing professional CVs and cover letters and organizing meetings with American representatives. The purpose of these meetings will be to prepare students for internship procedures, documentation and organizational issues and set genuine expectations.

Student service and support service plans to create a student database to tailor employment opportunities to them and offer their candidacy to potential employers. However, as students will come from different countries worldwide and not all of them will probably desire to continue their career in the United States or Georgia, it is not straightforward how the office will manage career support tailored to individual students. According to interviews, HEI representatives plan to expand their international relations and potential partners outside the US once the institution gets authorized and admits the first cohort of students.

Academic and invited personnel have a predetermined amount of 2 hours for assisting students. This can be done either online or by face-to-face communication. However, it is worth mentioning that not all staff were aware of the existence of consultation hours during interviews. It would be advisable for university administration to encourage faculty members to provide personalized assistance to the students in the future and raise awareness of prearranged hours for that purpose.

KWIU plans to provide an opportunity for international mobility, mainly in the US. According to the memorandum of understanding between KWIU and Emory University, faculty, fellows, and students can visit Emory as clinical observers from 2 weeks to 6 months. Collaboration can also include joint research projects and assistance for program development. Representatives of the International Relations office and student support service state that currently, they are also working to establish exchange programs and collaborative projects with institutions in Europe. However, as HEI is still in its infancy, this process mainly depends on the personal connections of faculty members and other staff of the university. In terms of supporting local student initiatives, KWIU plans to encourage the formation of a student organization, such as IFMSA, EMSA, EDSA and allocates a gradually increasing amount of financial resources in the budget.

HEI plans to provide financial support for students with these specific backgrounds:
- Socially vulnerable persons;
- Persons with special educational needs.
- Internally displaced persons from the occupied territories of Georgia.
- Children of persons killed for the protection of the territorial integrity of Georgia.
- Citizen of Georgia, members of a large family.
- Students from the mountainous regions of Georgia.

The financial support is based on the order of the rector. Regulations regarding this topic are described in Support mechanisms for the socially vulnerable and individuals with special educational needs of Ken Walker International University LLC. It is worth mentioning that the tuition fee for one year will be the same throughout the six-year program, but the amount is not mentioned on the university website. It

might be advisable to include that information in the admission section to provide detailed information to interested bodies.

Feedback on KWIU argumentative position.

KWIU's argumentative position on the Expert Panel's assessment of Standard 5.2 was accepted and although the fees were not included in the website initially when the matter was raised, KWIU corrected it immediately. As such the Expert Panel has agreed it is appropriate to amend the Recommendation to a Suggestion.

Evidences/indicators
- Self-Evaluation Report
- Provision of Ken Walker International University LLC.
- Internal Regulations of Ken Walker International University LLC.
- Support mechanisms for the socially vulnerable and individuals with special educational needs of Ken Walker International University LLC
- Agreement between Ken Walker International University and Kamara LLC.
- Interview results

Recommendations:
-

Suggestions:

- Initally as student numbers will be small and the student support systems will remain relatively 'untested' for a few years, the data obtained from early surveys will be limited. KWIU might want to adjust for that in their review of benchmarks until the student numbers increase.
- It is suggested to raise awareness of predetermined consultation hours in academic and invited staff to ensure proper assistance to the students in the future.
- Provide more details about the programmes and ensure that website represents all the qualities of the university and provides adequate information for interested bodies.

Best Practices (if applicable):

- The opportunities to do international electives/clerkships/internships in United States at both Emory University and its affiliated institutions is an excellent way to enhance student experiences and career options.

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities

6.1 Research Activities

	o HEI, based on its type and specifics of its fields, carries out research/creative activities.
	o Ensuring the effectiveness of doctoral research supervision
	o HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field

Descriptive summary and analysis of compliance with the standard component requirements

KWIU is a newly founded teaching university and one of its priorities is to promote, internationalize and implement the results of scientific research. At the educational level, one of the major aims (as described by the Research Strategy) is to develop the scientific-research skills of students and their interest in engaging them in research projects. This ambitious aim seems to be well-founded since the medicine program was developed in collaboration with Emory University, an international partner with strong research background. The SER describes this process rather clearly and the research components of the educational programme are also clearly outlined. The KWIU will offer students several research-oriented educational possibilities like academic writing, courses on the scientific method, etc., which can be considered as a base for their future engagement into scientific activities and prepares them for the exchange opportunities as well. The strategic goal is to provide knowledge and understanding of the role of research in healthcare and in this line, much attention is paid for the building of research skills from the earliest stages of the program, which culminates in independent research in the final year. Active collaboration with the international partner and international associations (e.g., AMEE, AMSE) and research organizations is also planned. Nevertheless, beyond that of Emory University in the US, currently there are no proofs for active, ongoing collaborations.

The current research priorities of the HEI are 1. Public Health and 2. Medical Education, but in addition to these fields, the KWIU will promote fundamental (basic sciences) and clinical research as well; it is declared that setting of research priorities does not constitute a constraint on other types of research activities.

In order to strengthen the research activities of the University, the establishment of a Consultancy Board is planned. This board, together with the Medical Education and Research Development Service will play important role in the selection and development of priority research topics. Besides, the faculties plan to establish a research centre as an independent unit of the HEI in order to carry out research in accordance with the selected priorities. The HEI will develop a grant system and an internal funding mechanism as well to encourage academics and invited personnel, as well as students, to be involved in these activities. According to the Strategic Development Plan and the Research Development Strategy the HEI plans to develop research in collaboration with Emory University and will strengthen the partnership with foreign research institutions, and one of the important aspects of these collaborations will be the involvement of the staff members in international research projects.

At present, there are no reliable data and information on university-supported research activities of the academic staff.

The budget allocated for such purposes in 100 KGEL currently but funding will be increased each subsequent year, and the University aims to allocate 10% of its budget for research activities by 2026. The quantity of international staff engaged in the implementation of research activities is not too high (there are only seven foreign professionals involved in teaching and research activities), but the HEI made efforts and plans to strengthen cooperation at the international level. Currently, there are no postgraduate (doctorate) programs, but the University plans to develop master's programs, in order to strengthen the research activities further. Also, finding and attracting partners for the development of joint master's programs is amongst the primary goals. In summary, the current situation is acceptable, and the background provides an appropriate starting point for the implementation of all planned activities.

   Feedback on KWIU argumentative position.

The Expert Panel's view is that there is no need to change the recommendation. We do agree with the remark made by KWIU that the view we expressed is consistent with the vision of the HEI and of the importance of focusing on external funding opportunities and qualified assistance to the academic staff, and indeed, the ideas are listed in many sections and subsections of the Strategic Development Plan and the Research Development Strategy, as itemised correctly, in the rebuttal of the HEI. Nevertheless, the

Expert Panel consider it necessary to bring together the various plans expressed in several documents, adjoining and interrelated areas into one single statement. This approach will make the implementation and the control of the plans, both, simpler and easier. A sentence has been added to the above paragraph to make our intention clearer.

Evidences/indicators

- Interview results
- Self-Evaluation Report
- Strategic Development Plan 2021-2027
- Rules of Planning, Implementation and Evaluation of the Scientific Research Component
- Research Development Strategy

Recommendations:

- There is a need to focus on external funding opportunities for the implementation of research projects and provide expert assistance and training for the academic staff with grant applications and project proposals.

Suggestions:

- The cooperation with Emory Medical School envisages working in both educational and research directions. A decision is needed as to which direction the basic and/or clinical research will proceed (e.g., toxicology, neuroscience, neurosurgery, etc.) at KWIU. This would allow the linkage of research and teaching activities into the teaching agenda at the planned postgraduate (masters) level activities.
- The development of greater cooperation with scientific foundations and the business sector will enhance specific research activities.

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

6.2. Research Support and Internationalization

- o HEI has an effective system in place for supporting research, development and creative activities
- o Attracting new staff and their involvement in research/arts-creative activities.
- o University works on internationalization of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

The research activities at the University will be coordinated by the Medical Education and Research Development Service while the implementation of the internationalization policy (according to the Internationalization policy and mechanisms- 8.1.4.) is coordinated by the International Relations, Strategic Development and Human Resources Service. Attracting academic, invited and administrative staff with international experience is also among the plans and agreements with medical research bases, Georgian and foreign universities are planned in order to carry out research. Here it should be noted that a precise description will be needed, clarification of these tasks would be important in the future. The assessment of academic and invited staff will be based on the evaluation of teaching and research activities as well.

The HEI is aware of the fact that research activities should be strengthened, and therefore there are plans to provide targeted support for the following areas: introduction of research information support, regulated research funding procedures for the academic staff, development of master's programs and

preparing for accreditation and the introduction and development of strict anti-plagiarism policy. Here it should be noted again that the current situation, as described by the submitted documents is acceptable, the plans are feasible, and the background provides an appropriate starting point for the implementation.

Feedback on KWIU argumentative position;

KWIU has suggested this recommendation be amended to be a suggestion however the Expert Panel's opinion is that this should remain a recommendation. The need for a timely execution of the planned and outlined research-related processes is critically important, and a strong foundation for the construction of a new, highly complex system should be laid in good time. According to the recommendation, strict definitions, exact timelines and clearly described annual tasks will help the implementation and make the monitoring of the plans easier.

Evidences/indicators
- Interview results
- Self-Evaluation Report
- Strategic Development Plan 2021-2027
- Rules of Planning, Implementation and Evaluation of the Scientific Research Component
- Research Development Strategy

Recommendations:

- Proportional completion on a period-by-period basis of all planned research-related activities listed in Strategic Development Plan for 2021-2027 of the KWIU (Annex 2 and in Annex 28 (Activities defined for 2021-2027 in Research Development Strategy) with special attention being given to the start of the development the research center.
- More emphasis should be put on the recognition of research excellence by developing systematic and regular reviews of research outputs through scientometry, using numerical descriptors, instead of 'soft' qualitative criteria.
- Schemes should be implemented for recognition of research excellence, for example through the redistribution of teaching or administrative responsibilities that in turn may translate into research development.
- The assessment of research activities should be based on numbers and established indicators of scientometry (e.g., first or last authorship in Q1 or Q2 periodicals, number of co-authorships with students in scientific papers, etc.). Limits should be set to an accepted common basis to promote quality.

Suggestions:

- The establishment and active support of a system supporting student research (formation of student scientific circles) which may facilitate networking with Georgian and collaborating (Emory State University) institutions is suggested.
- Individual students and student associations also should be stimulated, motivated and rewarded, to develop these activities in HEI facilities.
- A good pillar of research support is co-funding policy– the Institution provides funds for all kinds of research projects if the application is co-funded by other institutions, and this will greatly increase the scale and scope of projects that can be supported.
- KWIU could introduce a requirement to involve students in the project in l applications for successful research grant funding. This approach will definitely increase scientific output/quality and the 'visibility 'of the university as well.

Best Practices (if applicable):
None

Evaluation
Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard
☐ Complies with requirements ☒ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

6.3. Evaluation of Research Activities

o HEI has a system for evaluating and analyzing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

Descriptive summary and analysis of compliance with the standard component requirements

The HEI encourages the staff to participate in various research activities through its inclusion of success in research outputs in academic staff contracts; affiliated personnel are promoted to conduct research activities taking into account the priority research directions (which are public health and medical education), and the HEI declared the intention to allocate the necessary funds for the implementation of these supported scientific-research activities.

As part of the quality culture the HEI set the rules of evaluation of scientific-research activities; it is carried out on the bases of grading systems. The duties and working load on research and scientific activities of the staff differ depending on the affiliation and engagement in teaching and other processes. Also, the rules of evaluation of such activities include different benchmarks, scores for publications, articles, monographs etc. More specifically, the evaluation of the performance of academic and invited personnel is based on the annual evaluation of their teaching and research activities through self-assessment and questionnaires; the document entitled "The University's Evaluation Rule of Personnel's Scientific-Research and Academic Activity" includes different indicators for this purpose, here the grading of the evaluation will cover scientific publications, participation in scientific-research projects, and conferences, among others. The evaluation is carried out by the Quality Assurance Service (there are plans to use an electronic portal for this purpose), along with the Medical Education and Research Development Office and the International Relations, Strategic Development and Human Resources Office and the Academic Council, all of whom will be involved in decisions about judgment thresholds. The results of such evaluation should be made available for the stakeholders in the upcoming years, as at this point in time there are no statistical data on the current research activities.

Given the importance KWIU give to research activities and outputs they might consider making this more explicit through organisational structures. For example, KWIU might consider creating a committee ("Scientific Council") dedicated specifically to "science and research" to coordinate the rather fragmented planning and administrative tasks, the control and supervision of scientific research-related activities at the HEI. This joint committee could bring together the selected membership, mandates and powers of the Faculty and other, relevant bodies, such as the QA Service, the International Relations, Strategic Development and Human Resources Service and the Medical Education and Research Development Service - perhaps as a sub-committee of the Academic Council and chaired by a Vice-Rector.

Feedback on KWIU argumentative position.

KWIU has suggested this recommendation be amended to be a suggestion however the Expert Panel's opinion is that this should remain a recommendation. The Expert Panel emphasizes the definite need to evaluate and publish the scientific output of the HEI regularly. This approach will make the year-by-year changes visible. The HEI should take into consideration this recommendation as a tool - and a good basis - for the evaluation of further development.

Evidences/indicators
- Interview results
- Self-Evaluation Report

- Strategic Development Plan 2021-2027
- Rules of Planning, Implementation and Evaluation of the Scientific Research Component
- Sample of staff contracts
- Research Development Strategy

Recommendations:
- The evaluation of research outputs should be made available for the stakeholders in the upcoming years, as at this point in time there are no statistical data on the current research activities.

Suggestions:
- KWIU might consider ways to make the importance that is placed on research activities and outputs more explicit through organisational structures such as a committee ("Scientific Council") dedicated specifically to "science and research" to coordinate the rather fragmented planning and administrative tasks, the control and supervision of scientific research-related activities at the HEI.
- The description of the rules for initiation, planning and monitoring of scientific activities and the elements described in the mechanism for evaluating the quality of research activities are either qualitative or too general with broad terms being used. It would be better if exact definitions are needed and scientometry, providing numbers.
- It would be helpful to collect and publish (on the website) statistical data on the current scientific – research-related activities and the quality of materials published to make future comparisons possible.
- Establishing priority areas in basic and clinical science will enable the faculty to promote more exactly itself, to recruit the best staff and collaborators, and to secure national and international funds to further support these activities.
- The balance between the responsibilities of the Academic Council and the leadership of the faculty's scientific and personal development programmes (medicine and stomatology) could be more clearly defined particularly as students begin to progress through the programmes.
- Constant and systematic monitoring of the research outputs, including proposals for innovation will be helpful during the first years to increase the quality and international visibility of the program.

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources
- The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities and corresponds to the existing number of students and planned enrolment.   - HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.   - Health and safety of students and staff is protected within the institution.

o   HEI has adapted environment for people with special needs

Descriptive summary and analysis of compliance with the standard component requirements

Ken Walker International University owns (Lease agreement for 8 years) modern, high level infrastructure. The buildings are equipped with appropriate inventory, which is critical for teaching environment and is convenient in many ways as for students, as for academic and administrative personnel. University entrance is located separately and is clearly indicated by the signage on the façade of the building. However, University plans to improve and make some renovations by the time they will start receiving students.

 In order to carry out the program, the university owns essential technical and material resources. For the students and the personnel, Ken Walker International University has recreational areas, planted yards, open stadium for mini football. All classrooms and working rooms in the Ken Walker International University have as natural as artificial lighting possibilities. There are separated sanitary blocks with permanent water supply, and they are cleaned appropriately. There is a clinical skills room in the Ken Walker International University. It contains inventory of modern standards. It is equipped with computerized, highly effective simulators and electronic teaching programs. It should be noted that most of the classrooms are equipped with all essential techniques for communicating and examining the patient (multifunctional diagnostic set). The laboratory is set in the university, which is equipped with appropriate inventory.

The university's exam center is fully equipped with computer technique and modern conditioning-heating-ventilating system. In means of conducting learning process in organized manner from the university's material-technical resource following are used: 92 computers (including 43 laptops), 24 projectors, 5 TV projectors; 2 smart screens, 12 units of printing and copying equipment are used from the material and technical resources of the University to ensure the organized educational process. Also 1506 units of medical techniques are used. All active desktop computers in the units of Ken Walker International University are included in the network and are connected to the world-wide-web. The university's area is covered with high quality Wi-Fi network which ensures smooth access to the world-wide-web.

Contracts/memorandums with medical organizations (Clinics) whereas teaching, clinical and research activities will be held were provided by university. Expert group visited hospitals:
- Ken Walker Medical Rehabilitation University Clinic
- LLC Academician G. Chapidze Emergency Cardiology Center

Hospital representatives provided information about importance to cooperate with University, explained processes and showed dedicated areas for students
Also, Unidenti Clinic-Area placed on the following address Tbilisi, J. Kakhidze #2 and #3 mainly used for Dentistry Program is fully equipped with modern dental clinic inventory. In addition, in the area there are 24 (twenty-four) Boer Machine ST-D302 and together with other inventory they are under university's possession based on lease conditions.

The environment in KWIU is adapted for students with special needs. In addition, the entrance of the institution is adapted by a Ramp. The facility is equipped with elevator and bathrooms on each floor and is properly arranged. Access to the library, classes, the administration and relevant services, is available for students with special needs. There is a special parking place for the people with disability near the building. They can smoothly reach the building from the parking place. University is equipped with Air conditioning and heating system. Also, back-up system for power supply located outside the building is available. Cafeteria visited to during site visit was not fully functioning due to pandemic. the university hospital director mentioned that the cafeteria that will be reorganized and will serve university staff personnel, patients and students as well. Head of administration mentioned that dedicated terrace for students available in the building can be used during lunch time.

There is a special room for the Doctor equipped with inventory and resources. Doctor works at the university in order to provide primary emergency medical care to the students and personnel Security manager serves the university and the main function is to ensure safety and order protection in the university. Also, based on the lease contract the landlord is responsible for providing security through the outside perimeter of the area.
Video surveillance system with recording is installed both inside and outside of the university building.

University's area is fully equipped with firefighting system and appropriate inventory. Firefighting inventory and evacuation plans are placed at the noticeable places. Director of the Clinic mentioned that elevators are available during evacuation as it is equipped with special ventilation

system. The university has a service contract with the appropriate company in order to provide work safety and working conditions protection in accordance with the standards defined in the law.

Feedback on KWIU argumentative position; The request for a factual correction on the list of educational equipment was accepted and adopted.

Evidences/indicators

- SER Report
- Site visit
- Interviews

Recommendations:

None

Suggestions:

- Consideration of the idea of creating a separate cafeteria for students might be appropriate.

Best Practices (if applicable):

- The provision of an individual Boer Machine for each student on the Stomatology programme.

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

Ken Walker International University's library is placed on the 6th floor of the Main Campus Building. It is equipped with all essential special inventory and gadgets for carrying out library processes. These include Computers, printer, scanner, projector, stationary objects etc. The reader can use printed, digital, multimedia informational resources. Space and material resources should be enough for the students planned to admit.

During Site visit expert panel had chance to look at the library which is divided into spaces. One of them is Conference Hall and is used for meetings. The hall is equipped with communicational sources and is intended for academic meeting. Also, there are individual learning and teamwork spaces in the library. Space for archive is allocated but it is not yet used. Student Lounge is associated with the library space. The students can use space for leisure, setting up group meetings etc. The library is covered with Wi-Fi network, and it is available for private laptops, tablets and cell phones.

Library service is carried out in Georgian and English languages. Library staff involved in student interaction speaks English. Library is accessible to the students and personnel for 6 days a week, 60 hours: Monday-Friday –from 09:00to20:00 on Saturday -from 10:00to 15:00. Day using rules are displayed on the noticeable place in Ken Walker International University in Georgian and in English. Electronic catalog and digital books databases are placed on the library's website. Search system makes finding the source of desired literature simple.

Relating to the requirements of academic personnel engaged in implementing programs and the students, purchasing of new literature is planned annually. Main literature identified in the program's syllabi is fully accessible in the university's library either printed or digital way. However, expert group would suggest increasing number of textbook copies as the student number will rise.

Ken Walker International University has access right to the following databases for its students and academic personnel:

- Questia (questia.com)
- MedicineNet (https://www.medicinenet.com/)
- MedPix (https://medpix.nlm.nih.gov/home)
- EMedicine (https://emedicine.medscape.com/)
- The British Medical Journal (BMJ) (https://www.bmj.com/).

During site visit and interview with library staff it was mentioned that personnel and students surveying is planned in order to evaluate library work. The survey will cover library services, including accessibility to the literature identified in the learning courses' syllabi, learning materials, sources. Feedback will become one of the bases for forthcoming optimization of library work.

Evidences/indicators

- Site visit (Library)
- University's website
- Ken Walker International University's regulation
- Ken Walker International University's mechanisms for developing and updating library resources and services.
- Ken Walker International University's library using rules.
- Job descriptions and qualification requirements
- Contracts regarding transferring scientific-technical products.
- Ken Walker International University's budget
- Library catalogue
- Ken Walker International University's inventory materials

Recommendations:

None

Suggestions:

- Increasing number of hard copies of the syllabi core text books will be beneficial
- Although it is expected that access to the new Learning Management System will be available in clinics for students on placement, it is suggested that that needs to be confirmed in order that students are able to access all their learning materials and their e-portfolio information.

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

7.3 Information Resources

- o HEI has created infrastructure for information technologies and its administration and accessibility are ensured
- o Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
- o HEI ensures business continuity
- o HEI has a functional web-page in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements

KWIU University's classrooms and the library are equipped with computers and projectors for mutual use. Their technical features ensure their good, smooth and fast functioning for educational purposes on user's level. University's computer system uses Microsoft Windows operational system. For viral software safety purposes existing computer technique in the university is equipped with antivirus and unauthorized access blocking software. University's computers for mutual use are connected to the university's Wi-Fi network.

Expert panel during interviews had quick presentation of Learning Management Electronic System which is published on the following web-address: http://www.kwiu.edu.ge/lms
System seems to be comprehensive and has ability to improve.
The following people have access to the Learning Management Electronic System: student; academic personnel; administrator; chief administrator.
These people require authorization for the access which is carried out via username and password.
System, according to his/her status (role) has different rights and accesses.
In case of any obstacle or error regarding using resources, the person can address to the university's IT Manager who is obliged to provide relevant assistance to the interested person is short time period.

Via authorization in the learning management system the student has access to the information relating to the learning process and he/she can involve into. Students are ably to look through:
- Learning courses and additional information offered by the university (syllabus, credit amount), download electronic learning resources uploaded by the lecturers in the frame of the learning course; learning timetable for the current semester;
- His/her GPA score and etc.
- Also function to Write and send notice to the people on university's administrative positions was added to the system recently.

KWIU intends to use 'Google Meet' for online classrooms however as there are no students enrolled yet it has not been possible to test that to see if it over sufficient functionality for medical education classrooms.

KWU operates its webpage in Georgian and English at http://www.kwiu.edu.ge/lms and provides all essential information about the university operations and study programmes. News, events and announcements are constantly updated and placed there. From the website, students can access their own student portal where they can see their assessment in detail.

University uses both internal and external servers which seem to be reliable.
Sustainability of the electronically existing information and the other electronic resources is important part of the university's informational technologies' policy Reserve copies are used in case of unforeseen problems and accidents to avoid information loss and to have a restoration possibility.
University's IT Manager takes care on searching and deploying modern and innovative technologies.

Evidences/indicators
- Site visit
- Interview with IT department
- Web page
- University's informational technologies' managing policy and procedures
- Learning process electronic managing system
- University's inventory materials

Recommendations:

None

Suggestions:

- As KWIU intends to use 'Google Meet' for online classrooms it has not been possible to test that to see if it offers sufficient functionality for medical education classrooms for many students spread over different locations. A back-up option of using a tried and tested platform (e.g. Blackboard) might be worth considering given the importance of reliability and robustness in online teaching technology.

Best Practices (if applicable):

- The Electronic Learning Management System appears to be an extremely well designed virtual 'one stop' portal with students able to access their own data as well as educational materials and communication options.

Evaluation

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

☒ Fully complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

7.4 Financial Resources

- o Allocation of financial resources described in the budget of HEI is economically achievable
- o Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans
- o HEI financial resources are focused on effective implementation of core activities of the institution
- o HEI budget provides funding for scientific research and library functioning and development
- o HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

KWIU's existing financial condition, financial processes regulation considered in its management model ensures realization of the activities defined in the university's strategic and action plans.

The university has elaborated a forecasting budget for several years and it increases year-by-year alongside the rising student amount. Also, the budget is oriented on using university's financial resource in means of providing effective implementation organization's main activity. Budget for coming year may seem dependent on Dentistry program in documents. However, University representatives provided information that all sufficient funds are already in place regardless of student intake number for 2021-22.

University's Head of administration and financial department mentioned that there is back up plan in case of financial difficulties. Shareholders are willing to make an additional input to increase equity and the University provided proof for that as well. Also, University has the ability to receive loan from financial institutions to cover costs if there will be shortage in students admission.

Funding for scientific studies and library functioning-development is included in the university's forecasting budget and increases year-by-year alongside the rising student amount.

Evidences/indicators

- Interview with Founders
- Interview with Financial Department
- KWIU LLC. Budget
- KWIU LLC. Bank extraction

- KWIU LLC. Founders meeting report regarding investment input
- KWIU LLC. University's regulation
- KWIU LLC. International University's deploying rule for financial managing and controlling system
- KWIU LLC. Plan for continuity business processes
- KWIU LLC. International University's student contingent planning methodology
- Sample of student contract

Recommendations:

None

Suggestions:

- Although at this stage adequate funding is in place and the business plan looks robust universities that offer degrees in medicine and dentistry are becoming significantly more common and so KWIU might consider diversifying its revenue stream through the development of programme other than in medicine and stomatology.

Best Practices (if applicable):

None

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements