Accreditation Expert Group Report on Higher Education Programme

Medicine
One cycle educational program
Ken Walker International University

Date(s) of Evaluation: 3-4 November 2021

Report Submission Date: December 6, 2021

Tbilisi

HEI's Information Profile[1]

Name of Institution Indicating its Organizational Legal Form	Ken Walker International University LLC
HEI's Identification Code	400270808
Type of Institution	Teaching University

Higher Education Programme Information Profile

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

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Professor Mitra Amini Shiraz University of Medical Sciences, Shiraz, Iran
Member (Name, Surname, University/organization/Country)	Associate Professor Jilda Cheishvili - Dean of Tbilisi Open Teaching University Medical School, Tbilisi, Georgia;

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

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

Member (Name, Surname, University/organization/Country)	Professor Irine Pkhakadze - Dean of Akaki Tsereteli State University Medical School, Kutaisi, Georgia
Member (Name, Surname, University/organization/Country)	Dr. Irakli Gagua - MD, COO at Gagua Clinic, Tbilisi, Georgia;
Member (Name, Surname, University/organization/Country)	Mr. Giorgi Abuladze - Student at Tbilisi State Medical University, Tbilisi, Georgia.

Accreditation Report Executive Summary

- **General information on the education programme**

Ken Walker International University (KWIU) LLC was founded in 2019. The programme is supported by Emory school of medicine, one of the high-ranked and well-known medical schools in the United States.

This new programme is six years in duration and composed of preclinical and clinical stages. The preclinical stage consists of premedical, foundation of medicine, healthy human and human diseases. The clinical stage consists of the application of medical sciences, discovery phase, and transition phase.

The premedical phase consists of several blocks and integrating basic and clinical subjects and early clinical exposure, which plays an essential role in strengthening clinical thinking.

The clinical phase consists of Internal Medicine, Surgery, Pediatrics, Obstetrics-Gynecology, Psychiatry, Primary Health Care, Neurology, Critical and Emergency Medicine rotations, etc. Clinical work experience is gained in various fields of medicine.

The learning outcomes attained at the clinical training stage are based on the learning outcomes of the previous stages. The proper reinforcement of knowledge and practical skills ensures that the graduate effectively solves the specific complex problems of the field while practicing evidence-based medicine. Each course gives the students experience and prepares them to practice in the community.

Cooperation with American medical schools facilitates sharing of best practices, the introduction of modern teaching-learning methods and assessment tools in the programme, which is achieved

through systematic collaboration, sharing of experience, raising the qualification of the program implementation.

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

The current review has been done under the National Centre for Educational Quality Enhancement guidelines in Georgia. The Self Evaluation Report and all documents were sent to the expert panel before the on-site visit. The expert panel group was composed of five experts. This group had a task to investigate the study programme using self-review and various documents and data. The interview was done with programme directors, academic staff, quality assurance team, administrative team, etc.

The expert panel identified sections that best matched their expertise, although all expert panel members reviewed all the documents before the site visit. During the visit, the expert panel identified only documents about external evaluation, which would add information; however, it was arranged these could be forwarded on the next day. The site visit took place on 3rd & 4th November.

Day 1:

An introductory section was followed by site visits to medical school facilities, teaching clinics, and one general hospital.

The visits included teaching classes, a skill lab center with different mannequins, student areas, teaching facilities, laboratories, library, electronic resources, and inpatient and outpatient hospital clinics. Academic staff explained their work with students and access to various patients in a teaching environment.

 The clinical sites chosen were;

1- Tbilisi institute of Medicine (TIM) Hospital
2- TMSU and Ingorokva High Technology Medical Clinic, Ltd

Day 2:

This day was conducted according to the timetable of meetings with the University administration team, the self-evaluation team, the quality assurance team, academic and invited staff, practice tutors and supervisors, and employer representatives. All expert panel members had the opportunity to discuss intensely, asked questions of the University representatives, and contributed to the feedback given to the University at the end of the visit. After all meetings with mentioned representatives and discussions about the different programme characteristics, the expert panel has developed initial conclusions.

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

Aassessment process that the expert panel conducted was based on an in-depth analysis of the educational program and the critical view of the documents, as well as the ways and means for quality assurance and improvement of the educational program. The self-review report was well-structured and clear. All statements mentioned in the self-evaluation report were adequately described and were based on relevant documents and evidence.

Overall the programme is, for all parts, complies with the Higher Education Accreditation Standards.

- **Summary of Recommendations**

    None

- **Summary of Suggestions**

1- International English examinations such as TOEFL or IELTS for international students from non-native English language countries are suggested.
2- Including more elective courses, mainly in the research field in the undergraduate medical degree curriculum, is suggested.
3- The University is suggested to have a more transparent mechanism regarding appealing the final or midterm grades; a separate section for appeals with guidelines would give students more understanding of their rights.
4- We suggest allocating more budget for student research activities step by step in the future.
5- We suggest adding experts from Emory University for external evaluation.

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

1- The enthusiasm and commitment of the academic staff and tutors play a crucial role in the program's success.
2- During University and clinic tours, we meet with dedicated persons ready to receive students.
3- Program content and structure and teaching materials ensure the achievement of program learning outcomes.
4- The program is implemented using student-centered teaching and learning methods.
5- Academic staff trained well about the new teaching and learning methods, new assessment methods, etc.

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

Compliance of the Programme with Accreditation Standards

1. **Educational programme objectives, learning outcomes and their compliance with the programme**

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

1.1 Programme Objectives
Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society

Descriptive summary and analysis of compliance with standard requirements

The "Medicine" programme is designed as six years long in two phases; preclinical and clinical stage. The strategic goal of the program is to train internationally competent, highly-skilled physicians. The objectives of programme are:

"1-Ability to apply deep knowledge of biomedical, behavioral, social, clinical sciences and fundamental principles of medical fields in high-quality patient care;

2. Appropriate, relevant, and effective diagnosis, management, and emphasis of patient health problems with effective patient-centered care;

3. Effective communication applying interpersonal and professional communication skills;

4. Participate/cooperate in improving public health effectiveness through patient and population-centered effective care that a student provides in accordance with current professional and ethical values within the existing/current legislation;

5. Independently obtain, critically analyze and apply scientific and clinical innovation to deal with clinical problems of societal importance;

6. Continuous improvement of one's activities/enterprise and professional development based on the principles of continuous professional development;"

These programme objectives are clear, truthful, and achievable, and they describe the desired features of graduates. The description of programme objectives includes all needed components: knowledge, ability to apply knowledge, ability to generate new knowledge, communication skills, collaboration, ability to share knowledge with others, and continuous professional development. A detailed curriculum map and a syllabus for each subject that outlines the credits, the educational methods, and assessment details are designed. The programme objectives are compliant with the regulations, consistent with the mission and the strategic plan 2021-2027 of the Ken Walker International University. The collaboration with Emory University School of Medicine (Atlanta, Georgia State, USA) will allow the perfect implementation of the new programme and guarantee that it would be effective and of high quality. The programme is built by the World Federation of Medical Education (WFME) requirements and the National Benchmarks for Medical Education. The partially integrated curriculum includes some elective courses, especially elective clinical rotations in Emory medical school for medical students who pass the United States Medical License

Examination step 1. There are also possible exchange programmes for academic staff and students. Collaboration with stakeholders guarantees the distribution of new knowledge to the local and international community and the development and well-being of the community.

Evidences/indicators: o Self-Evaluation Report o Interview with University Administration , Self-Evaluation team, Programme directors, Academic Staff, Tutors, Invited Staff, Quality assurance team o KWIU Mission, Vision, Values   o KWIU Strategic Development Plan o One Step Educational Program Medicine
Recommendations: None
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

Learning outcomes are consistent with programme objectives, based on the Basic Medical Education Standards of the World Federation of Medical Education and national benchmarks.

The programme outcomes are appropriate for the level of degree. The partially integrated programme ensures that students develop the necessary knowledge based on clinical relevance from the early years. A separate topic included in each module in the preclinical stage ensures integrated teaching of basic and clinical subjects.

The learning outcomes are measurable, achievable, and realistic. These outcomes describe the necessary knowledge, attitude (sense of responsibility), and students' skills after completing the program. The outcomes have also focused on medical ethics and professionalism and clinical reasoning skills, and judgment. All stakeholders, academic and invited staff, and employers collaborate in elaborating and developing the program and outcomes.

The development of educational programmes at the KWIU is arranged in the form of "rules for the development, approval, amendment, and abolition of educational programs." The programme is based on the proper methodology, which includes marketplace research, consideration of new needs, resource analysis and consultations with potential program implementers, academic staff and employers, and involvement of the Quality Assurance System. The Dean , and the heads of the program ensure the participation of academic staff, employers, and other stakeholders in the program development and learning outcomes and the introduction of programmes' learning outcomes to stakeholders. The involvement of potential employers in the implementation of the program changes will be ensured by relations and consultations with them, participation in the joint forums, projects, and other activities concerning professional associations, which significantly determines the labor market requirements in the program

development process

Learning outcomes will be assessed in the learning courses at different times during the education. The knowledge domain is evaluated at the end of the 6th semester. Multisystem and integrative principles are examined in the clerkship. Psycho-motor and attitudes (skills and responsibility) domains are assessed in the clinical stage. Academic staffs are qualified to create valid and reliable assessments and carry out the standard assessments. There are numerous possibilities for faculty development in the assessment fields, including Essential Skills in Medical Education (ESME) courses. The assessment methods include knowledge assessment by the Multiple Choice Questionnaire (MCQ) and competence assessment by OSCE. The results of students' assessments,

external evaluations, and quality assurance are utilized to improve the program. Surveys of students are planned to be conducted by the University Quality Assurance Service – within each course, with a pre-designed questionnaire. Students will be encouraged to evaluate faculty, education courses, and school administration. Analysis of the questionnaires will be conducted and will be used for planning and updating the programme. The head of the programme and Dean of the medical school will meet with the students, graduates, faculties, and other stakeholders to determine the compliance of the program learning outcomes with the labor market requirements. Modifying the learning outcomes will be done after reviewing all gathered data.

Evidences/indicators

o Self-Evaluation Report

o Curriculum map

o Interview with University Administration , Self-Evaluation team, Programme directors, Academic Staff, Tutors, Invited Staff, Quality assurance team

Recommendations:

None

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme	✳			

objectives, learning outcomes and their compliance with the programme				

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

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

2.1 Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions
Descriptive summary and analysis of compliance with standard requirements The precondition for admission to the "Medicine" Program is transparent and accessible through the University website and social networks, confirmed by reviewing the self-evaluation report and interviews with the University administration team. The admission rule relies on the legislation "The Law of Higher Education" and the Georgian Ministry of Education and Science regulation and includes passing Unified National Examinations. Since the program is delivered in English, passing English in the foreign language component of the National Exams is mandatory. This regulation ensures admission of the students with relevant knowledge, skills, and competencies required for mastering the programme. According to the Georgian Ministry of Education and Science requirements, international students' admission is regulated by interviews and valid documents. However, there is no formal test of the English language. Mobility is allowed under the rules of transfer from one higher education institution to another higher education institution approved by the order of the Minister of Education and Science of Georgia.
Evidences/indicators o Interview with University Administration, self-Evaluation team, Programme directors, Academic Staff, Tutors, Invited Staff, Quality assurance team o Self-Evaluation Report o KWIU website o Law of Georgia on Higher Education;

Recommendations:
None

Suggestions for programme development:
International English examinations such as TOEFL or IELTS for international students from non-native English language countries are suggested.

Best Practices (if applicable):

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

Evaluation
■ Complies with requirements   ☐ Substantially complies with requirements   ☐ Partially complies with requirements   ☐ Does not comply with requirements

2.2 Educational Programme Structure and Content
Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes
Descriptive summary and analysis of compliance with standard requirements   Programme "Medicine" at KWIU is designed according to HEI's methodology for planning, designing, and developing educational programmes. Faculties, employers, administrators, and professional organizations develop the educational program. The program is presented in the form of preclinical and clinical stages. The preclinical phase consists of the Preparatory phase and Foundations of Medicine (healthy human, human diseases) phase. The clinical phase consists of the Applications of Medical Sciences Phase, Translation of Medical Sciences Phase, and Discovery Phase. The preclinical phase is finished by the "Multisystem integration" module, which integrates theoretical knowledge in preclinical modules and highlights interdisciplinary correlations. This module is the transition stage, and completion of this module is critical to start clinical years. There is a course, "Physician, Patient, and Society," which comprises the study of clinical skills, diagnostic principles, ethical issues and summarizes all necessary clinical skills for entering the clinical phase.

As mentioned in the self-evaluation report, this programme is partially integrated, essential for promoting modern undergraduate medical education. To earn the academic degree of MD, a student must earn 360 credits based on the European Credit Accreditation Transfer System (ECTS). The programme planned outcomes are delivered through lectures to transfer knowledge of the fundamental biomedical sciences and small group work and Case-based learning to ensure students can obtain the outcomes by most effective approaches. Clinical competencies are acquired by empowering medical students to apply their knowledge in the clinical setting in different clinical sites. In this way, they learn the competencies necessary to communicate with patients, diagnose, and manage diseases. The students also learn to practice ethically and professionally, which prepares them for their future careers. There are also some designed elective courses in the programme.

The program's learning outcomes allow graduates to follow postgraduate education and employment in the labor market within the competencies they have already acquired.

KWIU ensures publicity and accessibility of the program's information; The KWIU website also contains the program's syllabi and an academic calendar.

Overall the KWIU programme is entirely compliant with components of the NCQCE Sector Benchmarks of Higher Education.

Evidences/indicators

o Interview with University Administration , self-Evaluation team, Programme directors, Academic Staff, Tutors, Invited Staff, Quality assurance team

o Self-evaluation report

o KWIU website

o Curriculum map

Recommendations:

None

Suggestions for programme development:

Including more elective courses, mainly in the research field in the undergraduate medical degree curriculum, is suggested.

Best Practices (if applicable):

Program content and structure, and teaching materials ensure the achievement of program learning outcomes

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

Evaluation

■ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

2.3. Course
➢ Student learning outcomes of each compulsory course/subject/module/concentration are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes; ➢ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The educational programme "Medicine" is partially integrated; each study course in the curriculum is adequate for the relevant stage of teaching and is based on the pre-requisite knowledge and skills already acquired by students and is a precondition for acquiring the hereditary discipline. Each course provided by the programme "Medicine" corresponds to the program's learning outcomes.

The number of credits awarded for each learning component is appropriate with the content of the component and ensures the accomplishment of the desired outcome. Therefore, the combination of learning outcomes of a separate training course creates the program's learning outcomes and ensures their achievement of an appropriate level, defined by the qualification descriptor. The competency map illustrates the three learning outcomes 1 - Initiation, 2 – Developing, 3 - Developed.

The syllabi of the courses and modules of the program include this information: Type of the course/module (Core/elective), ECTS, and distribution of hours are in accordance with student's workload, preconditions for admission, objectives of the course, learning outcomes, methods of teaching/learning, knowledge assessment criteria, basic literature, and content of the course.

Course outline and the number of credits, the volume, and the ratio between contact hours and independent hours are adequate, correspond to the specifics of the course, and are logically linked to the learning outcomes of the same course. The courses/modules and their preconditions are consistent and logical, and inheritance courses are connected by a combination of knowledge, skills, and values and develop learning outcomes at the next level.

All learning outcomes defined by the course are measurable and are adequately assessed. Relevant components and appropriate criteria of student knowledge assessment are used.

The mandatory and additional study materials based on the core achievements in the field are indicated in the syllabi of study courses. The study materials are updated and fully accessible in the KWIU's library and ensure learning outcomes.

Evidences/indicators

- o   Self-Evaluation Report
- o   One Step Educational Program Medicine
- o   Map of course competencies

○   Interviews with the Heads of program, Academic and Invited Staff;

Recommendations: None
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation
 	
    ■ Complies with requirements
 	
    ☐ Substantially complies with requirements
 	
    ☐ Partially complies with requirements
 	
    ☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements Examining the documents affiliated with the program and the results of the interviews show that the educational programme "Medicine" ensures the development of students' practical and scientific research skills. The development of practical skills starts from the very first day of the programme and continues throughout the program progressively. Practical skills are developed at various levels, both in the preclinical and clinical stages. The development of necessary clinical skills in the preclinical phase of the programme is ensured mainly by the courses "Physician, Patient and Society" and "Human Diseases." The development of clinical skills at the clinical stage is ensured by the core clerkships (internal medicine, pediatrics, surgery, family medicine, psychiatry, obstetrics-gynecology). Ken Walker International University has a clinical skills laboratory to promote practical skills development, which is equipped with all the essentials, mannequin electronic teaching programs, and tools necessary to develop practical skills. There are already stations that are used for both study purposes and OSCE exams as well. The city's leading medical - diagnostic facilities are involved in the program implementation based on contracts/memorandums. The University conducts clinical activities in more than thirty clinics, some of which are affiliated just with KWIU.

Interviews in hospitals revealed that students of the educational program have access to the departments of health care providers, where supervisors support them.

The development of scientific skills in the program begins at the very first stage of the programme and takes place in a spiral form. Twenty-one credits of mandatory teaching modules are allocated to it; the student takes a mandatory course of Academic Writing, the Basics of Scientific Research, Epidemiology, and Biostatistics. Besides that, the teaching of Bioethics, Evidence-based Medicine, etc., and applying basic science skills occur in various semesters of the course "Physician, Patient, and Society."

Most programme training courses/modules/clerkships envisage small research skills development components - essay, abstract, presentation (PICO - presentations). The final development of scientific skills occurs in the last year of the program; in the previous two semesters (11th, 12th), students will deepen their ability to conduct independent scientific research. Students will be profoundly introduced to the principles of evidence-based medicine and Good Clinical Practice. They will search scientific databases and use database analysis systems and various search engines; strengthen the critical review of current scientific literature and scientific projects design. Students must do research projects, discuss the data with the module/phase supervisors, personal supervisors, and peers, and develop critical reasoning.

Students often focus on observational research (clinical case reports, surveys, prospective and retrospective research, cross-research, case-control type methods) for doing their projects. They also use quantitative research methods such as SPSS and GraphPad Prism data analysis systems. At the end of the phase, student projects are submitted in the form of a presentation. University plans to support student research widely by attendance in student conferences.

Sectoral and general training courses (Alpha to Omega: World Literature, History of Civilizations, and Art History, Psychology, Georgian and foreign languages, as well as elective courses; Basics of Management, US History, Medical Anthropology, Basics of Sociology)serve to the development of transferable skills in the program.

Each student has an individual advisor/mentor in the form of a small group coordinator (each coordinator is responsible for approximately 50 students) who works personally with each student and assists them in their skills and professional development. Also, with their support, students can take care of their career steps.

Evidences/indicators

- o   Educational Program Medicine
- o   Map of course competencies
- o   Relevant memorandums with profile institutions;
- o   Contract with clinics for practical skills
- o   Self-Evaluation Report
- o   Meeting with coordinators/advisors

Recommendations:

None

Suggestions for programme development:

We suggest allocating more budget for student research activities step by step in the future.

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

The Self-Evaluation Report, the program documentation, and Interview with the program head states that the curriculum is implemented with student-oriented teaching-learning methods.

They describe various teaching methods relevant to the course objectives, focused on learning outcomes. Multiple forms and methods of teaching are used depending on the content of the academic course. Teaching methods are well-described in all syllabi: interactive lectures, seminars, problem-based learning, case-based learning / clinical case study, hands-on training, laboratory exercises, teaching by the standardized patient, as well as using simulators and mannequins, learning by experience / clinical practice, patient bedside teaching, group work, brainstorming, role, and situational games, data analysis, discussion/debate, demonstration method. Each course's teaching and learning methods are flexible, correspond to the course content and its specificities, learning outcomes, and ensure their achievement. Teaching methods are entirely in line with the appropriate level of education and ensure the achievement of both - the particular academic course and the entire program outcomes.

University has developed a rule for creating an individual student study plan to support students with special educational needs and promote further study. In elaborating an individual curriculum for students with special educational needs, there is an opportunity to implement an adapted educational process/environment and support relevant human resources for this purpose. The necessity for an individual approach to students becomes particularly critical in pandemic conditions, especially in the case of international students. It needs more personal communication with them and maximum adaptation to the learning process. This process will be efficiently

achieved with the utmost effort of the program administration team and coordination with various staff of the University.

Students are engaged in small group discussions about professionalism, ethics, communication, cultural features, medical skills, and individual patient approaches.

This is confirmed by the results of interviews with staff who are ready to support these processes.

Evidences/indicators

- o   Educational Program Medicine
- o   Interview with the Heads of programme, academic staff
- o   Self-Evaluation Report

Recommendations:

None

Suggestions for programme development:

Best Practices (if applicable):

The program is implemented using student-centered teaching and learning methods.

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

Students evaluation in the Medical program at the KWIU is based on in the order N3, 05.01.2017 of the Minister of Education and Science of Georgia (order on Approval of Rule for Calculation of Higher Education Program Credits) and is regulated by the rule of evaluation of KWIU students achievements and the rules of conducting an examination at the KWIU Examination and Skills Evaluation Center.

The various evaluation methods are used to measure knowledge and skills during the studying process. Including oral examinations/vivas, essay questions, modified essay questions (MEQs) checklists, MCQs (Multiple choice questions), EMQs (extended matching items), student

presentations, projects, critical reading papers, rating scales, patient management problems, OSPE, OSCE, short case assessment, and long case assessment, logbook, trainer's reports, simulators, self-assessment, standardized patients, etc. Various methods accomplish assessment of student's performance during the clinical years, especially the components of 3600 assessment -WPBA (workplace-based assessment) - Mini-CEX (Mini-Clinical Evaluation eXercise), SCO (Structured Clinical Observation), DOPS (Direct Observation of Procedural Skills), CBD (Case-based Discussion), OSCE.

During the interview, it was obvious that the evaluation system is transparent, ensured by the publicity of the criteria, appropriate methods, and knowledge and skills evaluation strategies. Evaluation criteria are adjusted to students with average academic performance and based on average total academic performance data. The evaluation system of students' knowledge and achievements is open, eliminates conflict of interests, envisages specificity, characteristics of the field and academic course, and includes forms, components, and methods of evaluating theoretical knowledge and practical skills necessary for professional activities.

The University has some mechanism for appealing the final or midterm grades; however, a separate section for appeals with guidelines would give students more understanding of their rights.

Evidences/indicators

- o Self-Evaluation Report
- o Program Medicine
- o Syllabi
- o Interview

Recommendations:

None

Suggestions for programme development:

The University is suggested to have a more transparent mechanism regarding appealing the final or midterm grades; a separate section for appeals with guidelines would give students more understanding of their rights.

Best Practices (if applicable):

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

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

3. Student achievements and individual work with them

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

3.1 Student support services
Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development
Descriptive summary and analysis of compliance with standard requirements KWIU's academic staff is highly motivated to provide high-quality teaching and help students during their studies. First-year students will be given handbooks containing information about the University, programme, and courses. The University's oral presentations will be held to help students adopt a new environment during the studying year. The University plans to make Georgian culture clear for first-year students – for their maximal comfort and safety. University-associated clubs will be created to support students in events and community development. The University administration will assign a coordinator for every 15 students. The main function of coordinators is to provide full support for students. During the on-site visit at Ingorokva clinic, we had the chance to see small auditory rooms for students. Ingorokva's director stated that 2-3 students would attend one operation since several operative rooms exist. Ken Walker University plans to provide training to motivate students about international activities. The main goal is to clarify how such activities will assist careers and their importance in society's development. The University has an agreement with Emory university about free rotations for students who have already passed the USMLE Step 1 exam. The main criterion for rotations is a high GPA.

The QA department plans to provide surveys to evaluate the courses they have studied and student services two times a year.

During the meeting, the QA department members stated that the most challenging part of their job would be to raise students' engagement in the evaluation. They might not initially understand how crucial this part is for program development.

Students will use a unique portfolio system to improve their knowledge and clinical skills. The academic staff of Ken Walker International University are aware of this mechanism and are happy to help students know more about their weaknesses.

The academic staff plans to follow the syllabi strictly, and any changes, if needed, for more flexibility will be discussed with the programme's head.

Evidences/indicators
o Self- Evaluation Report- KWIU Medicine o Interview with University Administration team, Self-Evaluation team, Head of Programme and Programme Coordinators, Academic Staff, Tutors, Invited Staff, University & Faculty QA o Electronic portal of students. (E-Learning)
Recommendations: None
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

3.2 Master's and Doctoral Student supervision
Master's and Doctoral students have qualified thesis supervisors
Descriptive summary and analysis of compliance with standard requirements
Evidences/indicators
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress
Evaluation
☐ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

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

4.1 Human Resources
➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;   ➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;   ➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;   ➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence
Descriptive summary and analysis of compliance with standard requirements
The educational program "Medicine" is implemented by highly qualified academic and invited personnel who have the necessary competence to produce the learning outcomes provided by the program. The academic staff implementing the program consists of - Professors, Associate Professors, Assistant Professors, and Assistants. The balance between academic and invited staff ensures programme sustainability, 137 Programme Staff: 48 academic (21 Professors, 14 Associate Professors, 7 Assistant Professors 7, 6 Assistants, 4 Affiliated professors) and 89 invited teaching staff (ratio

1,0:1,8) is stated in SER, Number of International Academic/Invited Staff Involved in Teaching Process – 6, According to CVs, their qualification complies with the qualification requirements set for their positions.

The number and workload of programme academic and invited staff ensure the sustainable running of the educational process and proper execution of their scientific-research activities. The considered ratio of academic and invited staff to the number of students will be quite sufficient for the academic support and sustainability of the program, even considering the maximal number of the students (600 students are defined as a maximum by the Authorization Council).

Staff assessments are conducted annually by the University's International Relations, Strategic Development, and Human Resources Service. Description of academic staff engagement in the programme is in accordance with existing legislation.

In determining the number of students, invited and academic staff, the following criteria are taken into account, which is fully satisfied by the University:
- The number of academic staff should be adequate to the possible maximum number of student contingent, and the ratio should not exceed 1/12.
- The number of invited staff should be adequate to the possible maximum number of student contingent, and the ratio should not exceed 1/12.
- Each program must have at least four professors or associate professors, at least one affiliate professor or associate professors;
- The ratio of invited staff to academic staff should not exceed 1/4;
- The ratio of affiliated academic staff to the number of university students should not exceed 1/50.

Additionally, requested documents that KWIU has uploaded consisted of Appendix 2.3. is named Hourloading and describes the exact faculty working hours (Lecture/Practical hours, Research, Consultation hours, Faculty Development). According to this attached document, total hours per week for Professors -12h, for Associate Professors -14h, for Assistant Professors -16h, for Assistants -18h, for affiliated stuff -28h. The respondents confirmed this during the interview.

Programme human resources ensure programme sustainability, during site visits and interviews, it was confirmed that the Heads of the Programme possess the necessary knowledge and the appropriate competence to guide the program, participate in its design, development, implementation, their experience required for programme elaboration. The Heads are personally involved together with academic and invited staff in developing the program.

Students are provided with administrative and support staff (number of Administrative and Support Staff - 29) of appropriate competence, ready to provide qualified counseling to students within their competence, and create a friendly, tolerant, and student-oriented environment.

Evidences/indicators

- o   Self-Evaluation Report
- o   Educational program "Medicine"
- o   Staff Management Policy at Ken Walker International University Llc.
- o   CV files of the staff
- o   Meeting with staff and employers

Recommendations:

None

Suggestions for programme development:

Best Practices (if applicable):

1- The enthusiasm and commitment of the academic staff and tutors play a crucial role in the program's success.
2- During University and clinic tours, we meet with dedicated persons ready to receive students.

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff

> ➢ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;
> ➢ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work

Descriptive summary and analysis of compliance with standard requirements

KWIU fosters the professional development of the academic, scientific, and invited staff. Moreover, it promotes their scientific and research activities. The University is constantly taking care of its staff development. The University staff evaluation system is based on staff development and motivation. Personnel appraisal serves to support personnel and its development to achieve university success. The University distinguishes between the evaluation of academic and invited personnel from the evaluation of administrative and support personnel.

To Support the Internationalization of Staff, the University provides activities like trips to Emory University in the United States for professional development and funding foreign language courses. Some other activities, such as inviting successful speakers, were mentioned during interviews.

University representatives described procedures for funding for the research, including announcing a grant competition and funding by the University on a direct application basis.

Twice a year, the Academic Council of the University announces a grant competition for the academic and invited staff of the University, according to the allocations allocated in the University Budget, taking into account the University's research priorities. Information on the funding of research projects by the University will be published publicly on the University's website.

The University Quality Assurance Office annually evaluates the personnel's scientific research and academic activities in coordination with the Medical Education and Research Development Office and the International Relations, Strategic Development, and Human Resources Office. The evaluation covers scientific publications, participation in scientific-research projects, conferences, symposiums, congresses, etc.

In terms of academic personnel affiliation, university policies aim to ensure that most of the personnel employed at the University are affiliated with the University.

Evidences/indicators

- o Interview
- o Self-Evaluation Report
- o Statute of Ken Walker International University Llc.
- o University Staff Management Policy
- o Job descriptions and qualification requirements
- o Terms and conditions for affiliation of the academic personnel of Ken Walker   International University Llc.
- o University Research Support Mechanisms and Funding Rule
- o University Mission, Vision, Values
- o Memoranda with local and international partners

Recommendations:

None

Suggestions for programme development:

Best Practices (if applicable):

Academic staff trained well about the new teaching and learning methods, new assessment methods, etc.

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

Evaluation

■ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

Ken Walker International University owns a modern, high-level infrastructure. The buildings are equipped with appropriate inventory, which is critical for the teaching environment. The University owns essential technical and material resources to carry out the program, has a recreational area, planted yards, an open stadium for mini football.

The existing environment is fully adjusted for people with special educational needs and people with disabilities. There are elevators, ramps, bathrooms, etc. There is a special parking place for people with disabilities near the building. During interviews, they mentioned that separate entrance for students is closed due to pandemics. Also, there is a dedicated elevator for students.

The clinical skills room is equipped with computerized, highly effective simulators and electronic teaching programs. Dedicated staff described the teaching process and capabilities of each device while visiting the University skill center. The University's exam center is fully equipped with computer techniques and a modern conditioning-heating-ventilating system. Most of the classrooms are equipped with all essential techniques for communicating and examining the patient. These rooms are used for OSCE exams. It is available to record processes bt CCTV Cameras.

The laboratory is set in the University, equipped with appropriate inventory, and ensures matching learning requirements of the program.

KWIU, based on contracts/memorandums, conducts teaching, clinical, and research activities in the various leading organizations in Georgia.

The expert panel visited clinics to have beet idea of how the processes are held. It should be mentioned that one of the clinics is Tbilisi State Medical University hospital, It seems that some student rooms are allocated for both universities.

However, there are dedicated classrooms for KWIU students with signage on the door.

Therefore, the second hospital, TIM, is an affiliated hospital and receives students from only this institution, which is a plus.

University signed a contract with Beritashvili Experimental research Center, and a document was provided additionally.

Students and academic personnel have access to the following databases for its students and academic personnel: - Questia (- MedicineNet (MedPix, EMedicine (- The British Medical Journal (BMJ), etc. The main literature identified in the program's syllabi is fully accessible in the University's library, either printed or digital. The library is accessible to the students and personnel for six days a week, 60 hours Learning Management Electronic System effectively operates in the University. During interviews, the expert panel had the opportunity to look through Learning Management Electronic System, which is well functioning available on the website.

Evidences/indicators

- o Interviews
- o Site visit
- o Self-Evaluation Report
- o Lease contract
- o Library catalog

o   Learning process electronic managing system

Recommendations: None
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation   ■ Complies with requirements   ☐ Substantially complies with requirements   ☐ Partially complies with requirements   ☐ Does not comply with requirements

4.4 Programme/faculty/school budget and programme financial sustainability

Descriptive summary and analysis of compliance with standard requirements   The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
Descriptive summary and analysis of compliance with standard requirements   Information about the budget allocated to the development of the Medicine programme is provided in Self-Evaluation Report documents. The University has elaborated a forecasting budget for several years, and it increases year by year alongside the rising student numbers. Also, the budget is oriented on using University's financial resources to provide effective implementation of the organization's main activity.   University's existing financial condition, financial processes regulation considered in its management the model ensures realization of the activities defined in the University's strategic and action plans.   A significant amount of money is allocated for Library and Lab improvements each year.   Financial Managing and Controlling System defining document operate in the University. The document is established as means of regulating the University's financial processes. It represents the main elements of the University's Financial Managing and Controlling System, its deployment, and defining its function and development issues.   The plan for continuity of business processes operates at the University. Its goal is to evaluate those activity risks which may affect University's educational activity. Also, the goal is to elaborate policy, plans, and procedures to decrease the risks mentioned above at the minimum level.

Evidences/indicators
○ Interview   ○ Self-Evaluation Report   ○ University's provision   ○ University's deploying rule for financial managing and controlling system   ○ University's plan for continuity business processes   ○ University's budget   ○ University's founder's meeting report regarding investment input
Recommendations: None
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating

assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

The quality development is being carried out permanently based on the PDCA cycle. The Quality assurance mechanisms and their effectiveness (Approved by order #0221-11 of Rector, dated February 10, 2021) include the rules of:

Quality assurance mechanisms

- Ensuring the quality of educational programs and teaching-learning
- Quality assurance of staff activities
- Quality assurance of scientific-research activities
- Quality assurance of management processes
- Quality assurance of services and resources provided
- Quality assurance of activities carried out to contribute to the development of the community
- Quality assurance of internationalization

The Quality assurance Service uses internal and external evaluation mechanisms.

Quality assurance Service utilizes different mechanisms for internal quality assurance, among them: student surveys, monitoring of study process and examination materials, academic performance analysis, evaluation of academic and invited staff activities, scientific research activities, etc.

The self-evaluation team included academic and invited staff, potential employers, alumni, etc. As part of the self-evaluation team, quality assurance staff participated in identifying the strong sides and weaknesses of the programme. Quality assurance staff closely collaborated with different structural units. It is planned to eliminate the shortcomings identified in the self-evaluation process with the head of the program and academic and invited staff.

There was strong collaboration during the interview between the university, faculty, and administration departments.

Several examples of changes made based on results of evaluations have been provided, among them: introduction of modern methods of teaching (PBL) and assessment, implementation of new modules have been added to the program.

Evidences/indicators

- o Ken Walker International University Rule for Planning, Elaborating, Approving, Developing, Altering, and Terminating Educational Programs –
- o Ken Walker International University Llc. Quality Assurance Mechanisms and their Effectiveness
- o Provision of the Quality Assurance Service of Ken Walker International University
- o Self-Evaluation Report
- o Interview

Recommendations:

None

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation
■ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with standard requirements

According to the KWUNI Quality assurance mechanisms and their effectiveness (Approved by order #0221-11 of Rector, dated February 10, 2021), external evaluation results are used effectively to develop and improve the program continuously.

The University accepted some suggestions from the authorization experts (22.07.21- **733705**)

1. University would make the market research and employee requirement analysis and use the main findings in planning.
2. University would increase the collaboration with employee.
3. University would improve the integration with clinical simulation and hospital environment.
4. University would improve scientific research attitude.

Merab Sh has provided the external evaluation.Sareli. M.D. Ph.D. The professor from Sackler School of Medicine (Tel Aviv University).

Professors clearly describe the program's objectives, curricula, learning outcomes, admission criteria, teaching and students evaluation methods, etc. Experts outline integrated curricula elaborated by KWIU and Emory University school of medicine in the external evaluation. The expert focuses on clinical skills, research skills, transferable skills, visual communication, and intellectual abilities. Experts have only two recommendations - related to the integration of international students in Georgian society and the university vision (Wide plan) for the unpredictable situation. External evaluation recommendations and comments are used for program improvement and development.

Evidences/indicators

- Market research and employee requirement analysis
- Self-Evaluation Report
- External evaluation
- Interview

Recommendations:
None

Suggestions for programme development:
We suggest adding experts from Emory University for external evaluation.

Best Practices (if applicable):

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

Evaluation
■ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

5.3. Programme monitoring and periodic review

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

Descriptive summary and analysis of compliance with standard requirements
According to the KWIU "Quality assurance mechanisms and their effectiveness" (Approved by order #0221-11 of Rector, dated February 10, 2021), programme is monitoring and evaluating on a regular bias. The evaluation carries out by students, lecturers, stakeholders, alumni).   The document "Quality assurance mechanisms and their effectiveness "includes internal and external evaluation, which includes: the program evaluation, evaluation of learning and teaching process, evaluation of staff, evaluation of scientific research process, evaluation of resources and services, evaluation of activities for community contribution process.   The additional document includes a questionnaire, where deeply are outlined the evaluation criteria for each task.   During the interview, the expert panel met several stakeholders (head of the public hospital, head of a rehabilitation hospital, etc.) invited and academic staff; it was evident that they were involved in the programme elaboration process.

Evidences/indicators
o   Self-Evaluation Report

○ Quality assurance mechanisms and their effectiveness (Approved by order #0221-11 of Rector, dated February 10, 2021 ○ Interview	

Recommendations: None
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation ■ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)
HEI's Name: Ken Walker International University

Higher Education Programme Name, Level of Education: Medicine
One-cycle educational programme
Number of Pages of the Report: 33

Programme's Compliance with the Standard

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

Expert Panel Chair's

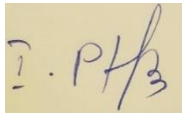Name, last name, signature   Mitra Amini

Expert Panel Members'

Name, last name, signature   Jilda Cheishvili

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Name, last name, signature   Irakli Gagua

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