



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## **Report on Teaching University Millennium LLC Authorization**

### **Expert Panel Members**

**Chair:** Vaidotas Viliūnas, independent expert on Higher Education, Lithuania

**Members:**

Mairi Scott (co-chair), Director of the Centre for Medical Education, University of Dundee, UK;

Diana Mtchedlishvili, Head of QA office at LLC Caucasus University, Georgia;

Nino Amiranashvili, Deputy Head of QA Office, Ilia State University, Georgia;

Elene Gigineishvili, Field Expert in Dentistry, LLC University of Georgia, Georgia;

Elene Khurtsidze, Employer Expert of Medicine, Head of the Clinical Department at Evex Clinics, Georgia;

Davit Makasarashvili, Student Expert, Tbilisi State Medical University, Georgia.

Tbilisi  
June 14, 2022

## Authorization Report Resume

### General information on the educational institution

Teaching University Millennium (hereinafter TUM) is a Legal Entity of Private Law - Limited Liability Company, LLC (ID 204379083). Main campus of TUM is in Ksani Street №35, Tbilisi 0140. TUM is one of the youngest HEIs in Georgia.

The organization gained authorization by the decision of the Authorization Council in 01.08.2013. The organization had been authorized to implement Bachelor's programmes: Pharmacy; Management, Finance and Computing. By the decision of the Authorization Board, the maximum number of student places was set to 400 students.

The Georgian language training programme (60 credit), the Bachelor programme in Finance and the Bachelor programme in Law were accredited in 2014. The TUM continued its development and, by the decision of Authorization Board of Higher Educational Institutions, it was given the right to implement higher educational programmes - pharmacy (English) and health management in 2015. The maximum number of students of the institution was increased up to 800. And, the Bachelor programme in International Relations was accredited in 2016.

Currently TUM runs 9 Bachelor and 2 one-cycle programmes. It should be mentioned that MD programme has recently been denied the accreditation.

The TUM is a member of the Permanent Conference of Rectors of Georgia since 2021.

During the short period of its existence, the status of the institution was changed, rebranded and reorganized several times. From November 2019 to August 2020, the institution operated under the name "Millennium Teaching University" Ltd., and from August 2020 to September 2021, as a "Higher Education Institution Millennium" Ltd. Currently, the name of the organization is "Teaching University Millennium".

During this period, the function, role, characteristics, main directions of activities were constantly clarified, modified and defined. For the scheduled authorization, the group of experts nominated by NCEQE conducted evaluation of the organization in May 2021, however, the process was terminated due to announcement of the merger of two institutions. As a result of the reorganization of Batumi Teaching University Ltd and Higher Education Millennium LLC, Teaching University Millennium LLC was established. The Authorization Board authorized the "Teaching University Millennium" LLC for one year on June 28, 2021. The maximum number of student places had been set to 1450 (1050 in Tbilisi, 400 in Batumi).

Unification of Batumi Teaching University Ltd and Higher Education Millennium LLC caused a reorganization and reassessment of the Teaching University Millennium LLC. According to the SER, the experts from International Institute for Education Policy, Planning and Management conducted an evaluation of the processes and documentation base and developed recommendations for institution improvements. Current organizational structure of TUM has been developed and staff functions reviewed due to the above evaluation and internal discussion.

The TUM has performed a SWOT analysis and determined the basics for the strategy development. The management of TUM established a working group to draft a new vision, mission, strategic development plans and operational processes which were discussed with internal and external stakeholders and approved by Academic Council and Rector. The meetings with the representatives of TUM management, administration and academic staff indicates, that the implementation of reorganization still continues.

Currently TUM has 700 active students, 454 international students among them, according to the EMIS data. However, the information presented in SER state that university has 533 active student and 873 suspended status students. SER also state that TUM has 297 active and 867 suspended international students. The total number of staff is 421, including 201 of academic staff (71 affiliated among them).

### **Brief overview of the authorization site visit**

The panel of experts had the opportunity to visit the TUM Tbilisi and Batumi branch campuses onsite and meet with university representatives during 2<sup>nd</sup> – 4<sup>th</sup> of May 2022. Before the visit, the panel received a Self-Evaluation Report (SER) and supporting documents to prepare for the visit however due to deficiencies in these documents 40 additional documents were requested from TUM during the visit. These were only partly provided to the panel during the visit. Given the important of these documents being submitted in advance to support the Authorization process these omissions limited the panel's understanding of some key areas prior to the visit and also limited their ability to focus important questions specifically on the areas of deficit when meeting with the TUM management and academic staff. Overall, a few documents seem to have been prepared in a hurry with errors, misprints or very little detail within them.

An example of this was the Business Continuity Rule and Plan approved by Rector's order № 01/29 of 10.11.2021 seems was copied and passed from Gori State Teaching University (the title of the above university remains in the 2 p. of the document).

The University's website was another source of information. However, a website was not always accessible due to the unstable internet in the TUM Tbilisi campus and quite a limited information available in English.

Days 1 & 2 were held at the Tbilisi campus with Day 3 being held at the Batumi branch. We were told that as yet the TUM senior management had not decided what use to make of the branch premises. We were shown accommodation that they suggested could be used for student teaching (lectures, small groups, laboratory and skills training), library facilities, student catering facilities and faculty office accommodation.

During the visit, the panel had the chance to meet and interview the Director, Rector and Vice-Rector, the Self Evaluation Team, Academic Council, Heads of Administrative units, Deans of the Faculties, Heads of Academic Programmes, Affiliated and Invited Academic Staff, representatives of Employers, Students and Student self-government representative, as well as Alumni. Majority of participants were cooperative and willing to explain and respond to answer the expert's questions".

The part of the meetings was organized in hybrid mode when one or two participants were online. But there were also meetings when the majority of participants were joining online (meeting with alumni). Hybrid mode of communication is acceptable, but it was difficult to ensure the quality of discussion because of inefficient technical support - just one laptop was used and internet connection and/or sound was quite volatile.

During the interview held in the Batumi branch and some of the staff scheduled to these meetings were located in Tbilisi and so they had to join in online. And, also the necessity to translate almost all discussion on all 3 days reduced the amount of time available for questions and answers necessary to clarify the situation.

The Tbilisi campus tour was not so smooth as could be because the relevant personnel not always were available or prepared to answer expert's questions or waiting experts at the visiting

site. An example of this is the lead for the Simulation Centre only arrived as we concluded most of the tour.

The panel also visited two clinics – Ghudushauri National Medical Center and Leader Dental clinic, where TUM students are going to have a practical training in dentistry. We were scheduled to visit the V.P. Dental clinic in Tbilisi, which we were told was a placement for TUM dental students, however the itinerary was changed by TUM without notification or agreement with NCEQE and so we do not know the name of the clinic visited. This clinic however had only just signed the MOU and had not actually started teaching students and so could offer no information on the needs of the TUM students nor their experience of teaching them as students.

### **Overview of the HEI's compliance with standards**

- **Partially Complies** with the first standard: Mission and strategic development of HEI
- **Does not Comply** with the second standard: Organizational structure and management of HEI
- **Does not Comply** with the third standard: Educational Programmes
- **Partially Complies** with the fourth standard: Staff of the HEI
- **Does not Comply** with the fifth standard: Students and their support services
- **Partially Complies** with the sixth standard: Research, development and/or other creative work
- **Does not Comply** with the seventh standard: Material, information and financial resources

The experts panel reviewed the TUM argumentative response and minor editing was done to clarify and reinforce the points made of the Report on Teaching University Millennium LLC Authorization. No changes are done regarding the content as the TUM did not present any additional valuable information, documents or convincing statements proving the factual inaccuracy and enabling to change an evaluation as TUM consider, except the evaluation of Substandard 1.2.

Expert panel agreed to change an evaluation of the Substandard 1.2 Strategic development from 'Does not Comply with Requirements' to 'Partially Complies with Requirements' after the re-examination of the evidence and argumentative response presented by the TUM.

### **Summary of Recommendations**

- 1.1.1. It is recommended that within the next 6 months TUM must involve key TUM community and external stakeholder representatives in the periodic mission, vision and strategic goals refinement so as to achieve a Mission Statement that reflects TUM's particular role and place within HEI.
- 1.2.1. It is recommended that Strategic Planning Methodology must be fully implemented and be fully operational within six months.

- 1.2.2. Annual plans with detailed tasks, implementing bodies and personal responsibility on defined outcomes, adequate time lines as well as measurable (quantitative) Key Performance Indicators must be developed and introduced within one year.
- 1.2.3. It is recommended that Respective system of relevant data collection for the monitoring of the plan implementation progress assessment and management response should be developed and start operate within six months.
- 1.2.4. University should contribute to the social development of the city and country, by organizing open lectures and presentations and sharing academic and applied research knowledge and innovations.
- 2.1.1. Ensure that the TUM organizational structure shows the link between the Faculty Council and the Academic Council to make it clear how the Faculty Council is involved in decision making processes, development of HEI, budgeting, etc.
- 2.1.2. Batumi branch should be shown in the TUM organizational chart.
- 2.1.3. Department of Internationalization, Public Relations and Career Development should be enhanced and formed as separate units in order to ensure full and effective accomplishment of duties and responsibilities.
- 2.1.4. Elaborate your own Business Continuity Rule to ensure that it reflects the institution's reality.
- 2.1.5. The administration should elaborate clear and concrete vision, strategy and plan for the Batumi branch.
- 2.1.6. Ensure that the Batumi branch has relevant resources and academic, administrative and support personnel in order to make it possible to deliver educational process.
- 2.1.7. Ensure that the electronic document processing system is implemented to modernize the system.
- 2.1.8. Ensure that the registry of educational institutions is updated systematically and gives exact and timely correct data.
- 2.1.9. Ensure that Management Efficiency Monitoring and Evaluation Policy is realized in practice, evaluation results are provided and necessary actions are taken.
- 2.1.10. Strengthen the Internationalization of the institution by not only increasing the number of cooperation agreements but focusing on the outcomes like organizing more student and staff exchange programs, implementing joint, exchange programmes and projects, participating into international educational or research activities.
- 2.1.11. Ensure the sustainability of the institution regarding the position in the educational environment and all the resources needed to deliver educational process.
- 2.2.1. The institution should elaborate the effective methodology of students' academic performance monitoring and evaluation results should be used for the further improvement of the teaching process.
- 2.2.2. Internal QA mechanisms implementation process must be focused on full accomplishment of PDCA cycle.
- 2.2.3. The QA evaluation results should be effective and fully and timely responded by the administration.
- 2.2.4. Ensure that there are enough administrative personnel to realise the institution's goals.
- 2.2.5. Ensure that QA assessment results are used for further professional development of the staff.

- 2.2.6. The HEI should elaborate a clear and evidence-based methodology of student body planning showing that the required marginal number of students corresponds to existing resources of the institution.
- 2.2.7. The student quotas per each location (Tbilisi, Batumi) should be specified.
- 2.2.8. The HEI should elaborate the QA strategy and policy for delivering educational process in Batumi branch.
- 2.3.1. Elaborate your own Code of Ethics to ensure that it reflects the institution's reality.
- 2.3.2. Relevant promotion events should be organized in order to raise awareness among students and staff about ethics and academic integrity principles and ways of avoiding plagiarism.
- 2.3.3. In order to fully realize academic integrity principles, the institution should ensure that the academic personnel and students have a direct access to the plagiarism detection program.
- 2.3.4. Ensure that the student's personal data is protected when processed, used and stored in the plagiarism detection process.
- 2.3.5. It should be ensured that essays, reports and students' other works are also checked by the plagiarism detection programme.
- 3.1.1. The decision as to the use of Batumi branch as a base for programme delivery must be clarified and in particular which programmes are to be delivered there and/or in Tbilisi so as to allow the creation of an updated policy and planning for delivery to proceed.
- 3.1.2. Once the decision on the use of the Batumi Campus has been made it is recommended that TUM develop an updated policy to allow the refurbishment of facilities and the provision of sufficient teaching staff and administrative staff so as to deliver and develop the programmes effectively.
- 3.1.3. The policy on discontinuation of programmes must be adhered to and students should be informed of the decisions to close their programme. Thereafter all affected students must be offered choices about how best to progress or transfer so as to avoid any detrimental effect on their studies.
- 3.1.4. It is recommended that any programme changes either minor or major e.g to switch delivery permanently to on-line delivery must follow a systematic process for formal approval within the programme governance structure.
- 3.1.5. It is recommended that Faculty and Invited staff and employers are involved collaboratively in the planning, design, delivery and development of their courses and programmes.
- 3.1.6. Following the relocation of teaching to Tbilisi, detailed planning of student numbers and programmes offered must take place in order to match this to capacity for delivery.
- 3.1.7. TUM should amend the Rules for Regulating the Learning Process policy document to allow students suspended due to failure to progress to officially exit from the program in less than the 5 years maximum period
- 3.1.8. It is recommended that TUM develop a detailed policy for the delivery of permanent remote on-line teaching and assessments which includes all necessary technical and academic support for both academic and invited staff and students.
- 3.1.9. TUM must create a 'return-to-campus' policy based on formalized reasons and decisions about what programmes will be delivered and in which format and location. Relevant

- programme documentation including that additional information should then be developed and then submitted to the Academic council for formal approval.
- 3.1.10. TUM must review their foreign language admission criteria to ensure the selection of students who are able to achieve the necessary language skills to progress.
  - 3.2.1. It is recommended that TUM standardizes the structure and layout of all programme and syllabi documents so as to achieve standardization and consistency in the delivery and quality assurance of programmes.
  - 3.2.2. The quality assurance data created by programme standardization process must be shared with teaching staff to be used as evidence to decisions about programme delivery, development and improvements.
  - 3.2.3. TUM must provide a safe and secure electronic communication systems for the use of staff and students and stop using personal emails which are not secure.
  - 3.2.4. It is recommended that TUM carries out detailed planning around the scope and scale of teaching space and facilities (particularly laboratory and clinical skills training) available in Tbilisi to make sure it is adequate for the numbers of students planned to achieve the relevant learning outcomes.
  - 3.2.5. TUM must address the deficiency in the e-library connectivity (particular for outwit the campus) so that students can acquire the skills of digital literacy necessary for future professional employment.
  - 3.2.6. It is recommended that TUM establishes a connection to an on-line learning platform or methodology that allows uninterrupted classroom teaching activities to last more than 45 minutes.
  - 3.3.1. It is recommended that TUM purchases its own license for plagiarism software so that students and staff can easily self-check their academic writing and so enhance their knowledge and understanding of their obligation to avoid even accidental plagiarism.
  - 3.3.2. It is recommended that TUM produce a comprehensive assessment policy with detailed delivery planning (including the types of assessment and dates etc.) for all programmes in order to establish a consistent assessment cycle that allows staff involved in the quality assurance of the assessments to be fully engaged.
  - 3.3.3. TUM must standardize the type and format of information that is included in all programme documentation about the nature, timing, and formats of assessments (both formative and summative) and how they map to the relevant regulatory criteria.
  - 3.3.4. It is recommended that TUM train all academic and invited staff in modern assessment principles and in particular Question writing and Standard Setting.
  - 3.3.5. TUM must adopt an approach to Standard Setting and Moderation in all assessments in order to ensure consistency and fairness.
  - 3.3.6. It is recommended that TUM regularly carries out compulsory assessment marking calibration exercises involving all staff members who are marking and grading student assessments.
  - 4.1.1. The TUM needs to define approaches and strategy for the professional development of its staff, based on employee's performance evaluation results and needs assessment.
  - 4.1.2. The TUM needs to set clear and adequate requirements for remuneration and encouragement of academic and invited staff and increase awareness about them.
  - 4.1.3. The TUM needs to extend number of employees in the administrative/support units, taking into account their duties and workload (especially in the departments/services with only one employee) and to define the organizational structure and number of

- employees for Batumi branch, considering number of students and educational programmes.
- 4.1.4. The TUM needs to elaborate procedures ensuring the integration of new employees into work environment and their efficient involvement into the working process.
  - 4.1.5. The TUM needs to utilize staff evaluation and satisfaction survey results in the process of staff management.
  - 4.1.6. The TUM needs to revise qualification requirements of administrative and support staff with regard to foreign language competencies.
  - 4.1.7. The TUM needs to increase the number of affiliated academic staff.
  - 4.2.1. The TUM needs to elaborate methodology of planning the number of academic, scientific and invited staff, considering the number of existing and future students on each programme, the specifics of the programme, and best international practices.
  - 4.2.2. The TUM needs to increase the number of teaching staff for MD programme.
  - 5.1.1. Further research the causes of high number of suspended students and create a plan to reduce it gradually.
  - 5.1.2. Promote the involvement of students in decision making process at the university administrative and academic bodies.
  - 5.1.3. Provide all necessary documentation in Russian and English on the university website.
  - 5.1.4. Provide students of Tourism and Journalism programs detailed information regarding the termination of their programs and future opportunities of continuation of their studies. Make sure that process follows the rules described in the normative acts of the university.
  - 5.1.5. Ensure that the students self-government activities are in line with its charter and the election process is conducted according to the respective rules.
  - 5.1.6. It is recommended to refine the rules of admission to clearly define the process. Also make sure that language test is in line B2 level required by the rule of HEI.
  - 5.2.1. Develop the systemized approach for consulting services, especially related to the study process and academic performance of the students.
  - 5.2.2. Increase opportunities for international experience, ensure that students get skills to be eligible to participate in these activities.
  - 5.2.3. Conduct the deeper alumni research, ensure their involvement in programme development.
  - 5.2.4. Develop the plan to decrease rate of unemployment among graduates.
  - 5.2.5. Enhance employer's involvement in programme development. Increase the number of internship opportunities for the students.
  - 5.2.6. Create employment database. Establish long-term partnership/communication with employers
  - 5.2.7. Ensure the timely implementation of the student portal with foreign language support.
  - 6.1.1. It is recommended that TUM develops a research strategy and action plan of scientific activities including the funding.
  - 6.1.2. It is recommended that TUM appoints research active staff who are qualified and able to train and supervise students.
  - 6.1.3. Ensure that all academic staff are informed about scientific and research support from the faculty.
  - 6.2.1. Conduct scientific and research activities in Medicine and Dentistry.



- 6.2.2 Realization of taking part of staff and students in international events and staying at partner universities to further integrate international components with TUM support.
- 6.3.1. Implement the evaluation of the scientific activities equally to all the faculty members;
- 6.3.2. To make the evaluation procedure fairer, it is recommended that TUM supports affiliated academic, scientific and invited teachers to begin to undertake research.
- 7.1.1. Ensure that both Tbilisi campus and Batumi branch are equipped with material resources (computers, lab equipment, space for study and recreation, library resources, etc.) sufficient to deliver educational process totally for 1450 students.
- 7.1.2. Batumi branch should be equipped with all necessary material resources that ensure to deliver educational process for the programmes indicated in the SER.
- 7.1.3. Develop secured environment in the laboratory.
- 7.1.4. Develop relevant space and efficient arranges for the Archive in Tbilisi campus and Batumi branch.
- 7.1.5. All premises should be accessible for the student and staff with disabilities in both Tbilisi campus and Batumi branch.
- 7.1.6. Sanitary rooms should be well equipped and adapted for students with special needs in both Tbilisi campus and Batumi branch.
- 7.1.7. The central heating system should be installed in Batumi branch.
- 7.1.8. The additional emergency exit should be ensured in the way it works in case of necessity in both Tbilisi campus and Batumi branch.
- 7.1.9. Security video recording and storing facilities inside and outside of building should be ensured in Batumi branch.
- 7.1.10. Medical service room in Batumi branch should be equipped with all needed materials (medications, tannometers, thermometer etc.).
- 7.2.1. Increase number of hard copies reading literature for MD and Dentistry programmes.
- 7.2.2. Increase access on library's electronic databases outside the University campus, to ensure students and academic staff may use it from home.
- 7.2.3. Offer trainings for academic staff to increase the usage of library resources.
- 7.2.4. Develop the monitoring system about use of studying materials per quarter, for better development of library materials.
- 7.2.5. It is recommended that TUM provides adequate access to e-library materials (digital book chapters, journals etc.) relevant to all programmes being delivered.
- 7.2.6. Ensure that books or other necessary equipment are provided in Batumi branch to deliver educational programmes indicated in the SER.
- 7.2.7. Increase the budget allocated for library operations and its development in order to ensure that educational programs are running in both Tbilisi campus and Batumi branch.
- 7.3.1. Increase the number of the computers for students and academic staff.
- 7.3.2. Update electronic portal in English and Russian languages for foreign students.
- 7.3.3. Increase the Wi-Fi coverage and quality of internet.
- 7.3.4. Create a secure email account system using TUM specific email addresses
- 7.3.5. Develop university web page technical support to ensure that it is regularly working and relevant updated information is provided.
- 7.4.1. More funding should be allocated in order to effectively perform activities described in the strategic and action plans.
- 7.4.2. More financial resources are needed for sustainable and further development of teaching and research activities, enhancement of human resources and infrastructure.
- 7.4.3. Relevant financial resources are required for functioning and constant development of material and information resources, the library, especially for Batumi branch.

- 7.4.4. Conduct two different Authorized Audit assessments drawn by the firm with relevant financial statements.
- 7.4.5. Ensure that transparent accountability, financial management and control system is provided to achieve the institution's goals.

### **Summary of Suggestions**

- 1.2.1. TUM might consider organising open sports and culture events in the university Tbilisi campus area.
- 2.2.1. Process management approach together with quantitative indicators (KPI) is widely accepted requirement for quality management practices. Introduction of this approach can facilitate an improvement of quality assurance in the university.
- 2.2.2. Increase the number of QA staff in order to enhance the performance of the QA service.
- 3.2.1. TUM should consider the introduction of remediation training and support in English Language skills development for students who fail to progress for this reason.
- 3.2.2. Consideration could be given to moving the 'Basics of Clinical Research' into the Mandatory elements of the Pharmacy programme.
- 3.2.3. TUM might explore the introduction of a portfolio particularly for Faculty of Health students as it allows the recording of skills development and the development of skills necessary as future professionals engaged with lifelong reflective practice.
- 5.1.1. Ensure that guidebook is delivered to every newly enrolled student to assist in integrating into the university environment and getting familiar with HEI regulations.
- 6.1.1. More online recourses can be provided for teachers.

### **Summary of the Best Practices**

None

## Summary Table

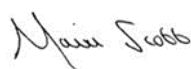
	Standard	Complies with Requirements	Substantially Complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	<b>Mission and strategic development of HEI</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>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

### Signature of expert panel members

1. Vaidotas Viliūnas (Chair)



2. Mairi Scott (Co-chair)



3. Diana Mtchedlishvili (Member)



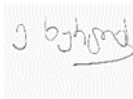
4. Nino Amiranashvili (Member)

6. 

5. Elene Gigineishvili (Member)



6. Elene Khurtsidze (Member)



7. 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**

The working group was formed to revise and update the vision, mission and values of the TUM. Updated draft document was presented to the University community. Academic, student and administrative staff of the University took part in the discussions. The draft document was published on the TUM website and external stakeholders were invited to take part in discussion and present their opinion and remarks.

The working group summarized the results of the internal discussions and public hearings and submitted an updated application of the organization's vision, mission and values to the Academic Council and the Rector for approval. The Academic Council approved the submitted application.

The representatives of the newly established cooperation partners, external stakeholders - employees and placement providers were invited to meet with expert pool during the site visit. But they were not in a position to comment previous experience of cooperation with TUM. They had no opinion about the content of the study programmes because they were not involved in the discussions during the programme development. They could not comment on the quality or competences of students interns or university graduates. Such situation indicates, that TUM has no strong cooperation history with external stakeholders.

According to the mission (SER) the TUM aims to create a modern, internationally oriented University which provides higher education in the fields of medicine, business and social sciences. University is creating the maximum opportunities for students and academic staff with the best international experience as well as reflecting the demands of the young people. The mission addresses the main challenges and responsibility of the university to its academic

community by creating an optimal environment for teaching and research, fostering a multicultural, education-oriented and education-based civil society.

The University states that the new mission clearly reflects the role of institution in formation of an active member of a democratic, knowledge-based society. And, with the declared mission, the University will train critically-minded, competitive and motivated qualified specialists to meet the demands of the local and international labor market, who will contribute to the sustainable development of the country. However, a new mission just fragmentary reflects the goals of higher education in Georgia, particularly on facilitation and formation of Georgian and international cultural values and focus on ideas of democracy and humanism for the development of a civil society (Law of Georgia on Higher Education. Chapter 1, Art. 3. Goals of Higher Education). Mission of TUM mainly focused on the development of the personal interests, potential and competencies relevant for the individual students rather than on the demands of the National labor market. This approach is more relevant for the TUM because of the financial efficiency. This approach leads to rather low rate of TUM graduates' employability and can negatively influence the reliability and respect of the institution in the longer term. Mission of TUM is rather focused on the regular studies on campus combining them with online and hybrid studies. Currently the orientation on continuing education or training and re-training of adult learners are not so encouraged and respectively developed. EHEA policies on Green and Digital economy, on the increasing the flexibility of Higher Education offers relevant for the world of work are also not mentioned in the mission.

According to the SER the mission of the University defines the main priorities that should be based on its activities both locally and internationally:

- Orientation to the ideals of democracy and humanism, necessary for the development of civil society;
- Satisfaction of admission of high-quality higher education, qualification and retraining needs matching the interests and abilities of an individual. Realization of personal potential;
- Ensure the competitiveness of graduates among the domestic and foreign labour markets;
- Creating, providing and developing conditions for scientific research;
- Promoting the mobility of university students and academic staff.

However, the above declared priorities sounds more like slogans rather than descriptions of the actual achievements of the University. This view was reinforced in the presented documented evidence and impressions after the meetings with the representatives of TUM management, administration, other members of community and external stakeholders. Clearly defined interrelation between the mission, priorities and strategic goals are missing across the TUM documents and not sufficiently understood by the wider staff.

#### **Evidences/indicators**

- Law of Georgia on Higher Education, 2004-2012
- Vision, Mission and Values of Teaching University Millennium LLC (26.11.2021)
- Statute of Teaching University Millennium LLC (15.11.2021)
- Self-Evaluation Report
- TUM website <https://millennium.edu.ge/en/home-page/>
- Interviews with the TUM Director, Rector and Vice-Rector, Academic Council, Head of Administration and Faculty deans, Academic and invited Staff, Heads and Coordinators of Administrative units, Students, Alumni, and Employers

#### **Recommendations:**

1.1.1. It is recommended that within the next 6 months TUM must involve key TUM community and external stakeholder representatives in the periodic mission, vision and strategic goals refinement so as to achieve a Mission Statement that reflects TUM's particular role and place within HEI.
<b>Suggestions:</b> None
<b>Best Practices (if applicable):</b> None
<b>Evaluation</b> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
<b>1.2 Strategic Development</b>
<ul style="list-style-type: none"> <li>○ HEI has a strategic development (7-year) and an action plans (3-year) in place.</li> <li>○ HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning</li> <li>○ HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>TUM developed and operates according to its 3-year (action) and 7-year strategic development plans which defines five strategic goals. Previous strategic development plans for 2020-2022 and 2020-2026 were reviewed and updated by the Rectors team and approved by the Partners Assembly and Academic Council (8.12.2021) for the periods of 2022-2024 and 2022-2028 respectively. The both plans contain respective narrative description of five strategic goals of the university:</p> <ul style="list-style-type: none"> <li>● Strategic Goal N 1 - Continuous refinement and development of educational programmes and learning processes.</li> <li>● Strategic Goal N 2 - Introduce relevant R&amp;D projects in line with international best practices.</li> <li>● Strategic Goal N 3 - Development of services taking into account the interests of students.</li> <li>● Strategic goal N 4 - To design mechanisms for professional and career development of staff.</li> <li>● Strategic Goal N 5 - Improving the relevant mechanisms for institutional development.</li> </ul> <p>Above strategic goals covers main aspects of the operation of the University and specify the modification and improvement of educational programs, development of continuing education and training, development of applied research, international cooperation and projects, promotion of international student mobility, involvement of students in extra-curriculum activities, support the professional development of academic and administrative staff, relevant infrastructural support for educational programmes and development of effective governance tasks. The planned tasks are quite of big scope and surprisingly the absolute majority of these tasks are framed by the time limits of the respective strategic plan – the implementation of tasks in 2022-2028 strategic plan are limited by the end of period of 2022-2028, and the implementation of tasks in 2022-2024 strategic plan are limited respectively by the end of 2024. The strategic tasks have defined respective implementing structures and monitoring/controlling bodies (mainly Rector, and also Vice-Rector or Academic Council). Tasks are defined by the performance criteria and qualitative indicators. However, both strategic plans are missing measurable quantitative Key Performance Indicators (KPI). The lack of such measurable KPI's</p>

complicates or even prevents effective monitoring of the strategic plan implementation progress. Both (3 and 7 years) strategic development plans correlate with university mission and can facilitate the achievement of TUM goals. However, TUM management as yet has not established annual action planning. The effective implementation of TUM mission and strategic goals will be very complicated or even impossible without the introduction of operative annual planning within the overall university planning system. Strategic tasks should be broken in smaller activities with concrete implementing, monitoring and controlling bodies, necessary resources, time limits and description of outcomes measured by KPI's.

TUM Internationalization Policy defines the most important tasks within the Strategic plans of the University and it facilitates a better understanding and focus on the issues to be solved in this regard. However, the limited capacity of staff and student English skills are one of serious obstacles preventing smooth creation of internationally oriented University.

TUM has developed the Strategic Planning Methodology (2021), however in reality, strategic planning, monitoring and control does not adequately meet the requirements of the above document. Measurable (quantitative) Key Performance Indicators (KPI) are missing (or partly missing) in strategic planning, monitoring and reporting/accounting system as it was mentioned above. Personal responsibility is not always defined for the task's outcomes and quality. It is possible to define main directions of TUM future developments after the study of presented documents, however they do not clearly explain the future of the university, for instance the future of the Batumi branch. The statement, that TUM strategic goals are achievable, time-bound, and measurable cannot be fully justified by the evidence presented nor in the interviews and discussions with the senior management representatives.

TUM SER states, that strategic planning is a participatory process involving university management, representatives of administrative and academic staff and student Self-government. This was partly confirmed during the meetings with respective participants, except the newly established University external partnership representatives.

The impression after the study of TUM presented documents is quite ambiguous. Some of the TUM presented documents belong to the period before recent organization changes started. Therefore, it was difficult to determine which documents are still relevant and which are outdated.

TUM strategic planning according to SER was based on the assessment of external (job market analysis, and needs and expectations of entrants) and internal data (technical and HR capacity to enrol and assure quality education) analysis and organized with active involvement of the key external stakeholders and representatives of university community including students, academic and administrative staff. The SWOT analysis has been performed. The draft plan was shared with interested parties for comments and suggestions. The approved version of strategic plan was published on the university website. However, the results of SWOT analysis didn't reflect in the strategic development plans. The weaknesses indicate quite a different situation than it was presented in TUM SER. For instance, quite problematic situation with information and transparency about the activities of the Dean's Offices, malfunction of internal communication system and lack of coordination between structural units, etc. However, the respective measures to address these shortages are missing in the presented strategic plan or formulated too abstract to understand.

University achievements contributing to the development of the society were quite modest during the last year. TUM organized three international scientific conferences covering issues of university disciplines during the last year. Information of earlier events is not accessible in

open sources (in English). However, just one conference materials are published and are accessible on the TUM website (in Georgian). University organized three public lectures on Public Administration Reforms in Georgia, Human Rights Policy Development and Monitoring in Georgia, and NATO – Georgia Relations during the last year. These events were open, however they were more focussed on the internal audience. One cultural event was organized on November 6th, 2021 - international students from India celebrated the Diwali Festival, Festival of lights and prosperity, with students from Georgia, Turkey, Armenia, and Azerbaijan.

According to TUM SER the university infrastructure is available for a variety of social activities, including charitable and volunteer activities. The Faculty of Business, Law and Social Sciences provides free legal and business consultations to interested parties, promotes science among the adolescent generation and conducts student and pupil conferences, competitions, open door days and etc. However, evidence on the above activities was not presented for evaluation.

### **Evidences/indicators**

- Vision, Mission and Values of Teaching University Millennium LLC (26.11.2021)
- Statute of Teaching University Millennium LLC (15.11.2021)
- Self-Evaluation Report
- Strategic Development Plan 2020–2026
- Strategic Development Plan 2022–2028 (8.12.2021)
- Action Plan 2020–2022
- Strategic Planning Methodology (11.10.2021)
- Quality Assurance System Mechanisms, Evaluation and Procedure for Applying Evaluation Results
- Quality Assurance Policy (18.01.2022)
- Quality Assurance Mechanisms (18.01.2022)
- Management Efficiency Monitoring and Evaluation Policy (12.10.2021)
- Planning, Implementation and Evaluation of the Research Component of the Educational Programme (10.11.2021)
- Internationalization Policy (10.11.2021)
- Research Development Strategy (12.11.2021)
- Monitoring and Recommendations of the Three-Year Action Plan (Consolidated Report 2020)
- Quality Assurance Service Report (2020 - 2021)
- TUM website <https://millennium.edu.ge/en/home-page/>
- Interviews with the TUM Director, Rector and Vice-Rector, Academic Council, Head of Administration and Faculty deans, Heads and Coordinators of Administrative units.

### **Recommendations:**

- 1.2.1. It is recommended that Strategic Planning Methodology must be fully implemented and be fully operational within six months.
- 1.2.2. Annual plans with detailed tasks, implementing bodies and personal responsibility on defined outcomes, adequate time lines as well as measurable (quantitative) Key Performance Indicators must be developed and introduced within one year.
- 1.2.3. It is recommended that Respective system of relevant data collection for the monitoring of the plan implementation progress assessment and management response should be developed and start operate within six months.



1.2.4. University should contribute to the social development of the city and country, by organizing open lectures and presentations and sharing academic and applied research knowledge and innovations.

**Suggestions:**

1.2.1. TUM might consider organising open sports and culture events in the university Tbilisi campus area.

**Best Practices (if applicable):**

None

**Evaluation**

- 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**

- Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
- Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
- HEI’s Leadership/Management body ensures effective management of the activities of the institution
- 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**

The Organizational Structure of TUM is approved by the Rector’s order #01/31 (18.11.2021). The structure describes how management bodies relate with other structural units, shows subordination links. The Statute of TUM is approved by Rector’s order #01/30 (15.11.2021). It regulates the principles, structure and decision-making issues related to the educational activities of the institution. The activities of TUM and its structural units are managed by governing bodies (governing entities). TUM Governing Bodies are: Assembly of Partners, Academic Council, Rector, Vice-Rector, Head of Administration, Quality Assurance Service. TUM structure consists of the main educational units - the Faculties, the Library, the supporting structural units - the Administration and the Internationalization, the Public Relations and the Career Development Departments. The functions and responsibilities of the structural units are regulated by the relevant unit regulation approved by the Rector. However, TUM structure does not show the relationship between the Faculty Councils and HEI Academic Council or Head of Administration, which makes it unclear how the Faculty Councils are involved in decision making processes, development of HEI, budgeting, etc. Besides this, the Structure doesn’t show the Batumi branch unit. It should be mentioned that Department of Internationalization, Public Relations and Career Development consists of two staff members – Head of Department and a Coordinator, so that one person leads Public Relations and Career

Development issues and one person is responsible for the internationalization tasks. Considering that one of the goals of the institution is to create a modern, internationally oriented University, the existing structure does not ensure the achievements of its goals. The teaching university should create a separate unit dealing with the Internationalization issues. Public Relations and Career Development units need to be strengthened and established as separate units as well in order to fully realize their responsibilities.

TUM is leaded and represented by the Rector appointed by the Assembly of Partners. The Rector is the highest academic and administrative person of the Millennium. The Rector makes decisions regarding all matters relating to HEI activities, except for those which are under the competences of the Assembly of Partners and the Academic Council. As during the interviews was revealed this change is valid starting from the reorganization. As it was stated, before that the only decision maker was the Rector.

The Academic Council is the highest representative collegial governing body of HEI, whose decisions are mandatory for main educational units, structural units, staff and students. The Academic Council consists of 7 members: four academic personnel (two members from each Faculty) and two students (one member from each Faculty). The Academic Council makes decisions mostly connected with educational and academic issues.

The Head of Administration is an administrative person appointed and dismissed by the Rector in agreement with the Assembly of Partners and is accountable to the Rector and the Assembly of Partners. The main responsibility is to direct supporting administrative units and manage financial issues.

TUM Supporting Structural Unit is the Administration leaded by the Head of Administration. It consists of: Financial manager, Accountant; Personnel Management and Development Coordinator; Document Processing and Archival Specialist; Lawyer; IT Specialist; Material Resource Management Specialist; Security Specialist; Medical Services Coordinator, Hygiene Services Specialist (Cleaner). The administration ensures the daily and uninterrupted performance of the organizational tasks of the institution, manages the administrative, material and human resources of the institution.

Functions of structural units are approved by the Rector's order #01/31 (18.11.2021). In this document there are described functions of Quality Assurance Service, Library, Administration and Faculty. The functions of separate administrative units that are considered under the Administration are not separated in this document and so it is unclear how the duties and responsibilities are divided among them. Job descriptions of these administrative units are given as separate documents and approved by the Rector's order #01-32 (19.11.2021).

University has passed through the several organizational changes including the merger with other HEI located in Batumi during a few last years. This process required a respective re-branding and changes of organizational structure as well as revision of entire system of institutional management and many internal regulatory documents. The presented Self-evaluation Report and collection of additional documents indicate that the teaching university implemented several management improvements and this process is still going on. However, as during the interviews was revealed, the management bodies have no clear and concrete vision for their future activities, especially regarding Batumi branch. There was no specification about hired administrative personnel or educational programmes planned to run in Batumi. The experts panel expressed the desire to meet Batumi branch manager and other staff, but only IT specialist was presented at the interview. There was no clear answer which educational programmes will be delivered in Batumi, that made it impossible to assess the compatibility

and possibility of educational processes. This information is missing in the Self-evaluation Report as well.

Procedures for election/appointment of the management bodies of HEI are regulated by Management and Development of Administrative and Support Personnel Regulation approved the Rector's order #01/24 (12.10.2021). These procedures are transparent, equitable, and in line with legislation. During the interview, Personnel Management and Development Coordinator explained that there are two ways of hiring management bodies – direct appointment by the Rector and through selection procedure. It is stated in the regulation that in case of selection through the competition, the decision is made by the majority of votes of the competition commission, based on the competition conditions and criteria determined by the Rector's corresponding order.

At the interview, the participated academic personnel mentioned that the management bodies financed the publication of the scientific article as soon as it was requested. From the other hand, the panel of Academic Council members whose responsibility is to make these decisions, found it extremely difficult to speak about the council's role, accountability, shared vision and objectives and they were mostly speaking about their individual experiences as the academic staff representatives.

Regulations for document processing within the institution correspond to the established legislation. At the interview, the Document Processing and Archival Specialist described the system and rules for document processing. The institution management doesn't use modern technologies, such as electronic document processing system. It was mentioned, that TUM is planning to implement the electronic system in the near future.

TUM maintains registry of educational institutions. As during the interview was revealed, there is one person responsible for maintaining the registry in order to ensure that the information is updated. But, despite the request, the experts panel had no possibility to interview him/her as the TUM did not manage to organize the meeting. The data retrieved from EMIS shows that there is no exact data inserted in the registry, as the number of academic staff is not coincided with the information provided in the Self-Evaluation Report. Besides, some academic and invited personnel are inserted several times.

In order to achieve the HEI's strategic goals, TUM has developed the Management Efficiency Monitoring and Evaluation Policy, the aim of which is to promote and monitor the management efficiency, but it is in the process of implementation, as described in the Self-evaluation Report and mentioned during the interviews. The document is approved by the Rector's order #01/24 (12.10.2021). The main Management Efficiency Monitoring and Evaluation Components are Academic activities and Management of Human and Financial Resources. As it is stated in the Self-evaluation Report, the procedures to improve management efficiency will be performed periodically and representatives of all structural units and students of the University will be involved.

To ensure the business continuity of all major processes taking place at the institution, HEI has a plan, which aims to ensure continuity of all major business processes taking place at the institution. The document is approved by the Rector's order #01/29 (12.11.2021). The plan takes into account all possible risks, mechanism for their prevention and responsible units. But here it should be mentioned that in the English version of the document is written:

“Article 1. General provisions.

1. The rule of business continuity is established by the Gori State Teaching University

(hereinafter - Teaching University) regulation of continuous work in the case of unexpected circumstances. The Teaching University is obliged to protect and provide continuous services to students, staff and guests in any case;”

This caused suspicion that the Business Continuity Rule and Plan document does not reflect this institution’s reality. So, experts’ panel suggested that the document has not been created by the TUM, but rather copied from other HEI. Accordingly, the experts panel addressed the NCEQE to provide with Gori State Teaching University "Business Continuity Plan". With the permission of Gori State Teaching University, the NCEQE shared with the panel the "Business Continuity Plan" from Gori's last year authorization documentation. After checking, it occurred that only minor word changes are done, otherwise, these two documents are similar. Considering that Gori State Teaching University "Business Continuity Plan is approved by its Academic Council decision # 6-76 dated on 14.12.2020 and the corresponding document of the TUM is approved by the Rector’s order #01/29 on 12.11.2021, it can be concluded that the document was copied. To give an example, in Article 11 of the TUM of Business Continuity document is stated that changes in this document are done based on the Representative Board decision, while the TUM does not have such structural unit.

In accordance with the mission and goals, TUM has elaborated Internalization Policy approved by the Rector’s order №01/28 (10.11.2021). The teaching university states that Internationalization of teaching/learning and research are priority directions at Teaching University Millennium LLC and the goal of the organization is to actively support and develop the processes of internationalization. The mission and strategic goals of the University are to facilitate the process of internationalization of the country's education system to support the international mobility of students and staff, implementation of joint projects, participation into international research activities, organizing scientific conferences. In order to develop internationalization policy and mechanisms for attracting foreign students, the University cooperates with international organizations, foreign universities. The Department of Internationalization, Public Relations and Career Development, in coordination with the Academic Council and other structural units, is responsible for the successful implementation of the policy. However, the Coordinator is newly appointed and emphasized future plans and strategies. Only one international conference was held during the last years and a few cooperation agreements were signed, mostly in 2021, f.e. Cooperation agreement with Adam Mickiewicz University, Poznan, was concluded on 15.10.2021 to facilitate research and exchange of academic personnel and students. The teaching university represented about 10 cooperation agreements. No concrete statistical data proving involvement and participation of students and academic personnel in exchange programs was presented. In order to attract more international students TUM conducted Staff Labor Market Analysis for International Students and concluded that TUM offers relevant fees comparing to other practices in educational environment. But it should be mentioned that the statistical data shows a huge number of international students with suspended status, that was explained from the administration side with the reason of language problem of mobility students transferred to this institution.

To sum up, the teaching university faces considerable challenges as a result of the constant rebranding, the name changes, the structure modifications and constant changes in resources that harms the institution’s sustainability and achievement of its goals.

#### **Evidences/indicators**

- Self-Evaluation Report

- The Organizational Structure of TUM
- The Statute of TUM
- Functions of structural units regulated by the relevant unit regulation and approved by the Rector's order #01/31 (18.11.2021)
- Job descriptions of administrative units approved by the Rector's order #01-32 (19.11.2021)
- Management and Development of Administrative and Support Personnel Regulation approved the Rector's order #01/24 (12.10.2021)
- Management Efficiency Monitoring and Evaluation Policy of TUM approved by the Rector's order #01/24 (12.10.2021)
- Business Continuity Rule and Plan of TUM approved by the Rector's order #01/29 (12.11.2021)
- Internalization Policy of TUM approved by the Rector's order №01/28 dated on (10.11.2021)
- Signed cooperation agreements
- Staff Labor Market Analysis for International Students
- Interview results

**Recommendations:**

- 2.1.1. Ensure that the TUM organizational structure shows the link between the Faculty Council and the Academic Council to make it clear how the Faculty Council is involved in decision making processes, development of HEI, budgeting, etc.
- 2.1.2. Batumi branch should be shown in the TUM organizational chart.
- 2.1.3. Department of Internationalization, Public Relations and Career Development should be enhanced and formed as separate units in order to ensure full and effective accomplishment of duties and responsibilities.
- 2.1.4. Elaborate your own Business Continuity Rule to ensure that it reflects the institution's reality.
- 2.1.5. The administration should elaborate clear and concrete vision, strategy and plan for the Batumi branch.
- 2.1.6. Ensure that the Batumi branch has relevant resources and academic, administrative and support personnel in order to make it possible to deliver educational process.
- 2.1.7. Ensure that the electronic document processing system is implemented to modernize the system.
- 2.1.8. Ensure that the registry of educational institutions is updated systematically and gives exact and timely correct data.
- 2.1.9. Ensure that Management Efficiency Monitoring and Evaluation Policy is realized in practice, evaluation results are provided and necessary actions are taken.
- 2.1.10. Strengthen the Internationalization of the institution by not only increasing the number of cooperation agreements but focusing on the outcomes like organizing more student and staff exchange programs, implementing joint, exchange programmes and projects, participating into international educational or research activities.
- 2.1.11. Ensure the sustainability of the institution regarding the position in the educational environment and all the resources needed to deliver educational process.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

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

**2.2 Internal Quality Assurance Mechanisms**

- 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.
- 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**

Teaching University Millennium LLC has developed an Internal Quality Assurance (QA) System that acts in accordance with the Law on Higher Education, the Authorization and Accreditation regulations, the Statute of the institution, the Statute of the QA Service, and other normative documents. QA Service performs its activities in line with two main internal documents - Quality Assurance Mechanisms and Quality Assurance Policy approved by the Rector's order #01/02 dated on 18.01.2022. In these documents it is stated that the main purpose of the QA Service is to ensure the quality of educational programs and the high level of teaching, also promote research development and improve management efficiency. In order to achieve the mission and goals of TUM, the teaching university strives to the institutional development of the organization and introduces mechanisms for evaluating and improving the quality of teaching and learning. It is also stated that TUM staff shares the role and importance of internal quality assurance mechanisms and cares to facilitate external quality assessment. The development of the learning process, improvement of material and technical resources, strengthen of human resources and fulfillment of other various activities are considered as the main priority. All structural units are involved in the implementation of the internal quality assurance mechanisms of the institution. Quality mechanisms aim to ensure continuous evaluation and development of the institution's activities and resources. The teaching university states that it uses obtained results of quality assessment to develop its activities and make appropriate decisions. For the effective implementation of internal QA mechanisms, TUM is provided with not sufficient human, information and material resources. The external evaluation process showed that there are not enough administrative personnel to realize the institution's goals. The institution faces a lack of information and material resources as well. These challenges are not identified by the TUM QA assessments. The QA Service has developed a performance evaluation system for its staff, monitors and evaluates their activities but it is not evidenced how obtained results are used for further professional development of the staff.

TUM presented some minor information about students' academic performance, but there is no evidence how the monitoring and evaluation results are used for the further improvement of the teaching process.

The QA Service aims to operate in accordance with the PDCA cycle as it ensures the continuity of internal quality assurance processes.

However, based on the evaluation of submitted documents as well as checking material, human and other resources, the experts panel feels that the quality assurance system is still under the development and requires to continue until it is working efficiently enough. Internal QA mechanisms implementation process needs to be focused on full accomplishment of PDCA cycle.

The QA Service has developed the survey forms and has conducted: anonymous survey of students regarding quality of the educational process, quality of the educational process conducted by the academic/invited staff, student services, involvement in research activities and support for relevant initiatives, library environment and resources, anonymous survey of academic, invited, administrative and supporting staff in terms of staff performance appraisal and satisfaction survey; anonymous survey of graduates and employers. Recommendations based on the analysis of the survey results should serve for the development of educational programmes and entire institutional processes. As an example, the TUM presented the document – QA Recommendations and Reaction on them for 2020. However, the site visit and inspection of the submitted documents did not show the functionality of this process.

Following issues have been developed: the rule for evaluation of the academic staff, considering their participation in pedagogical, scientific and other activities of the University; the rule for evaluation of scientific staff, which defines the minimum mandatory requirements for scientific research activities and the components of evaluation. Measures to analyze and encourage evaluation results were also identified.

TUM claims to follow and share the conclusions and recommendations of the Center's experts and invited experts. TUM leadership plans to implement QA mechanisms in the daily activities with the active participation and involvement of the academic staff, programme coordinators, students and stakeholders.

However, the experts panel identified considerable difficulties as for the lack of material, technical and library resources necessary for achieving learning outcomes described in the programmes, lack of human resources, insufficient English language proficiency of staff, lack of awareness of academic staff and students regarding the ethics and academic integrity principles, etc. This makes to conclude that the QA evaluation results are not fully and timely responded to by the administration.

The teaching university has developed a methodology for planning student body. The decision on marginal number of students is made by the Academic Council on the basis of recommendations of the Faculty Council. Student body planning mechanisms consider the aspects necessary for the functioning of the University:

- Results of the market research;
- Employment rate of graduates;
- Specifics of the educational programmes;
- Human resources (academic, invited, administrative, support staff);
- Material and technical resources / resources necessary for the implementation of the practice component;
- Marginal number of students and a quantitative indicator of active / suspended / terminated students and potential graduates.

However, no concrete calculation formula was submitted to make it clear how the institution chooses the marginal number of students as 1450 and there is no evidence shown if material, human and other resources of the institution are sufficient to deliver educational process for this number of students. The calculation methodology is presented in a simple word document without any formal requisites Besides, the administration did not have clear vision about distribution of 1450 required quota between Tbilisi campus and Batumi branch, as well as no concrete plan which programmes will be delivered in Batumi or there are not presented any evaluation results identifying if Batumi branch is ready to run educational process there.

It's important to note:

- The SER does not provide the existing (pre-set by the Authorization Council) and suggested student body allocations between Batumi and Tbilisi branches;
- The Authorization Council decided on June 28, 2021 that student quota for Batumi would be 400 and for Tbilisi it shall be no more than 1050. However, the TUM claims that the Council decided 300 for Batumi and 1150 for Tbilisi.
- Meanwhile, the TUM suggests 1000 students for Tbilisi and 450 students for Batumi branch in the following word file: Student quotas in Batumi and Tbilisi.docx – there is an extra “50” places to be observed for Batumi. The TUM specifies “it will be possible” to accommodate 450 in Batumi and no official request has been made either in SER and/or in a separate legal document with relevant and official requisites.

The QA service was represented by two persons – the Head and the Coordinator. During the interview it was announced that they are going to hire two more coordinators one for each faculty.

#### **Evidences/indicators**

- Self-Evaluation Report
- Quality Assurance Mechanisms and Quality Assurance Policy approved by the Rector's order #01/02 dated on 18.01.2022
- Conducted survey results
- QA Service reports
- QA Recommendations and Reaction on them for 2020
- Word file: Student quotas in Batumi and Tbilisi.docx
- Interview results

#### **Recommendations:**

2.2.1. The institution should elaborate the effective methodology of students' academic performance monitoring and evaluation results should be used for the further improvement of the teaching process.

2.2.2. Internal QA mechanisms implementation process must be focused on full accomplishment of PDCA cycle.

2.2.3. The QA evaluation results should be effective and fully and timely responded by the administration.

2.2.4. Ensure that there are enough administrative personnel to realise the institution's goals.

2.2.5. Ensure that QA assessment results are used for further professional development of the staff.



2.2.6. The HEI should elaborate a clear and evidence-based methodology of student body planning showing that the required marginal number of students corresponds to existing resources of the institution.

2.2.7. The student quotas per each location (Tbilisi, Batumi) should be specified.

2.2.8. The HEI should elaborate the QA strategy and policy for delivering educational process in Batumi branch.

**Suggestions:**

2.2.1. Process management approach together with quantitative indicators (KPI) is widely accepted requirement for quality management practices. Introduction of this approach can facilitate an improvement of quality assurance in the university.

2.2.2. Increase the number of QA staff in order to enhance the performance of the QA service.

**Best Practices (if applicable):**

None

**Evaluation**

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

**2.3. Observing Principles of Ethics and Integrity**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

Teaching University Millennium presented a Code of Ethics that aims to assist the institution's staff and students in resolving and identifying ethical issues that may arise during their work or study. According to the basic principles of the Code of Ethics, all students have equal rights under the legislation of Georgia and the statute of the institution.

The list of inappropriate and unethical behaviors and violations for the student includes: falsity, presenting the work of others as his own, falsification of research information and plagiarism. Sanctions are imposed for violating the rules of ethics according to the severity of the violation. According to the Code of Ethics, in case of violation of the Code by a student, the Rector's order is issued to set up a disciplinary commission consisting of at least 5 and no more than 7 members. The disciplinary commission includes: Dean of the Faculty, students representative and other member(s). While discussing the issue, the student is given the opportunity to give his/her own explanation. In case of a written request from the student, the issue will be considered on a public discussion. The decision to impose disciplinary liability is included in the student's personal file.

Based on the Code of Ethics, employees have to obey the rules and procedures established by the institution, effectively use the institute's resources and own intellectual capabilities. They are obliged not to disclose confidential information received during professional activities, as for violation of ethical norms, the measures established by internal regulations will be taken.

The institution is obliged to monitor the ethics of research activities and to respond in a timely manner to all identified violations of general rules.

But it should be noted that if we compare the TUM Code of ethics with the following: [http://www.freeuni.edu.ge/sites/default/files/freeuni\\_EK.pdf](http://www.freeuni.edu.ge/sites/default/files/freeuni_EK.pdf), the considerable similarity can be detected, f.e. articles 1, 2, 3. The same can be detected with the Business Continuity Rule and Plan of TUM approved by the Rector's order #01/29 (12.11.2021). This makes it essential for the TUM to raise awareness of its staff regarding academic honesty.

Plagiarism at the Teaching University Millennium is subject to mandatory works such as Bachelor or Master's thesis and scientific-research components to be published on behalf of TUM submitted by affiliated academic staff. The review of the work is carried out after the author submits the work and the statement that submitted work does not contain elements of plagiarism, is original, the citation is made in accordance with the norms and ethical norms are observed. Issues of an academic integrity including the detection and elimination of plagiarism cases are monitored in cooperation with the Georgian Technical University. To maintain academic integrity in the research and teaching activities, the Teaching University Millennium signed an agreement with the Georgian Technical University, which allows the TUM to use the plagiarism detection programme. The scientific papers and students' theses are sent to the Georgian Technical University for checking and the results are shared with TUM. However, this system is not used for checking essays, reports and students' other creative works. Besides, how the student's personal data is processed, used and stored in this process was not described at the interview.

TUM conducted the Student and Academic Staff survey about awareness of plagiarism, academic integrity and ethics in 2021. The result showed that most participants are familiar with these rules. However, during the interviews with staff and students it was revealed that students and academic staff showed lack of understanding of plagiarism mechanisms, types of plagiarism and ways of avoiding. They did not remember any case violating ethics or academic integrity principles. Besides, the academic personnel did not show the awareness of other mechanisms of detection of plagiarism except for checking via Plagiarism Detection Programme. It seems that the Academic personnel and students lack of relevant events promoting ethical and academic integrity awareness among the institution society.

TUM declares the institution's adherence to the principles of academic freedom. Staff and students are familiar with and share the principles of academic freedom. The Teaching University Millennium protects the academic freedom of the academic staff and students, which is confirmed by the results of the Student and Academic Staff Survey 2021.

#### **Evidences/indicators**

- Self-Evaluation Report
- A Code of Ethics and Norms of Disciplinary Responsibilities approved by the Rector's order #01/24 (12.11.2021)
- Procedures and mechanisms for detecting, preventing, and responding to plagiarism approved by the Academic Council decision # 2 (8.12.2021)
- Agreement with the Georgian Technical University to use the plagiarism detection programme
- The Student and Academic Staff survey results conducted in 2021

<ul style="list-style-type: none"> <li>• Interview results</li> </ul>
<p><b>Recommendations:</b></p> <p>2.3.1. Elaborate your own Code of Ethics to ensure that it reflects the institution’s reality.</p> <p>2.3.2. Relevant promotion events should be organized in order to raise awareness among students and staff about ethics and academic integrity principles and ways of avoiding plagiarism.</p> <p>2.3.3. In order to fully realize academic integrity principles, the institution should ensure that the academic personnel and students have a direct access to the plagiarism detection program.</p> <p>2.3.4. Ensure that the student’s personal data is protected when processed, used and stored in the plagiarism detection process.</p> <p>2.3.5. It should be ensured that essays, reports and students’ other works are also checked by the plagiarism detection programme.</p>
<p><b>Suggestions:</b></p> <p>None</p>
<p><b>Best Practices (if applicable):</b></p> <p>None</p>
<p><b>Evaluation</b></p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input checked="" type="checkbox"/> Does not comply with requirements</p>

### 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

<p><b>3.1 Design and Development of Educational Programmes</b></p>
<p>HEI has a policy for planning, designing, implementing and developing educational programmes.</p>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>Overall, the most recent merger leading to the establishment of TUM has brought together various educational programmes and these have been organized into two Faculties - the Faculty of Health which includes MD (English), Dentistry (English &amp; Georgian), Pharmacy and Physical Medicine and Rehabilitation and the Faculty of Business, Law and Social Sciences which includes Law, Business Administration (English, Russian and Georgian) and International Relations. The MD (English) programme is not accredited and so there are no students on this programme however TUM has created a Simulation Centre as part of their preparations towards Accreditation.</p> <p>The programmes in Journalism and Tourism are to be discontinued as we were told there is insufficient market demand for these programmes rendering them unsustainable and we were told that all students affected would be able to complete their programmes. However there seemed to be no detailed policy describing the steps to be taken when closing programme and</p>

'teaching-out' students on these programmes in the Rules-for-regulating-the-learning-process document provided to us. The relevant TUM Statute regulations are in Chapter VII - Modification or Cancellation of the Educational Programme which states that students should be 'provided the opportunity for the students of such a programme to continue their studies in recognition of the credits previously obtained by transferring them to the educational program compatible with the mentioned program' or 'If there is no educational program compatible with the cancelled one in the Millennium, for further response, the institution will inform the National Center for Education Quality Development.' The expert panel met two students during the visit who were impacted by this decision however although they had heard their programme was to be closed, they informed us that they had not had official notification along with the offer of a meeting to find out what alternative options might be made available to them. We were told that the students would be allowed to complete their programme however given the possibility that teaching staff may leave TUM prior to that date and so the quality of the delivery of the programme may be significantly reduced, TUM should follow their policy as described above.

It should be noted that overall that data provided shows that only 30% of the institution's graduates are employed. On discussion with programme staff, it was not clear the reasons for this and in particular it was not possible to exclude the reason being that the programme planning and updating process was not being based on accurate information from employers about the graduates' attributes that were necessary for future employment.

It was not initially clear how many students were registered on the various programmes and at which campus base they were registered to attend. This information was requested on Day 1 of the visit to help inform discussions on Days 2 and 3 however we were not provided with specific data during the visit. This made it challenging to determine the adequacy of overall teaching provision and administrative support students on these programmes require.

TUM confirmed however that their intention is to maintain student numbers at the previously agreed allowance of 1050 and so it seems inherently risky that student numbers (and the distribution of number between Faculties and Programmes) has not been established so close to the start of Academic year 2022-2023. Normal practice in institutional educational policy is that defined 'cut-off' dates are agreed well in advance of the start of the marketing and recruitment annual cycle and that the numbers are based on an accurate analysis of the current staff available (both academic and administrative) to develop and deliver teaching and to allow those staff involved to plan programmes sufficiently in advance to create and/or update appropriate teaching content and assessment plans.

TUM stated that they believe they would be ready to start accepting students into the MD (English) programme from September 2022 and those would be included in the overall number however the programme is not accredited. In addition, we noted that overall 873 students are suspended (62% of the total numbers of students), and we were told that these were mainly international students (including Azerbaijani students on the Georgian Dentistry programme) whose failure to progress was due to inadequate development of Georgian language Skills despite having passed language competency tests prior to admission. Additional evidence of the language tests used by TUM were provided (3 in English, 3 in Georgian and 1 in Russian). These were written tests and in the form of 100 questions written as short sentences with a single best one word answer and do not meet the standard of B2 level required. Overall the

suspension rate suggests that the entry selection criteria for programmes is inadequate and/or the training and support for the development of language skills provided by TUM is inadequate. The Rules for Regulating the Learning Process policy document defines 'suspension' as meaning 'temporary release from the institution and the students' rights and duties' and that during suspension 'the educational agreement between the Millennium and the student will be suspended'. It states that the maximum period of suspension of student status is 5 years and gives the possible grounds for termination as being 'unrestored status within 5 years', academic misconduct, transfer to another HEI, completion of the programme or death. It does not specifically refer to failure to progress. It does not include 'failure to progress' the inclusion of which would allow failing students to be removed from the programme before 5 years.

Student transfers (both internal and external) are allowed and the system for doing this was explained. Several of the students we met had transferred (one internally and one externally) and they said the process had worked for them.

During the first day of the visit the expert panel discovered that all programme delivery that was switched to online due to the Covid-19 pandemic has remained on-line. This fact was not made clear in the visit documentation provided and particularly it was not mentioned in the SER. When we asked the Programme Leads the reasons for this, we were told that this was a decision by the senior management based on the Ministry of Education allowing continuing online to be optional for this Semester. A consequence of not having known this earlier meant we were not able to fully explore the plans for return to campus teaching with the senior team. A request was made for documentation describing the policy regarding on-line learning at the visit and were given one entitled 'Electronic Learning'. This was not a strategic policy document as it only gave academic and invited staff practical information about how the use of Zoom as a platform to provide materials and recorded lectures asynchronously and for it to be used synchronously for seminars however only the 45-minute Zoom session option was available. In addition, TUM created an online teaching management group to support teachers. We were told that all programme's practical classes are delivered on campus and a few of the students we met did confirm that they had attended some scheduled practical sessions. During the visit we asked for additional information on placements including the number of placements, locations, dates, and student numbers however we only received limited information with no dates and no student numbers associated with the placements.

In addition, despite quite detailed questioning of the Programme Leads it was not apparent that there would be a full-scale return to online campus teaching in the next Academic year 2022-2023, nor did any of the Programme Leads interviewed offered any information about decisions or policies regarding further development or enhancement of on-line learning or return to full time on campus delivery. This issue relates directly to our further concerns about student and staff access to the e-library from out with the Tbilisi campus (explored in more detail later).

At present there are no students on the MD (English) programme and the Dentistry students had been relocated from Batumi branch to Tbilisi and that this had been in part because the students mostly lived in Tbilisi. The expert panel were not provided with any specific policy or planning documents to support the decision to relocate the programme and the students (it appeared there were 10 students in the Georgian programme and 45 on the English programme) nor a scoping document designed to minimise the logistical impact of the move regarding skills training equipment. We were shown three dental chairs in the now unused in

Batumi branch and only two new dental chairs which had been purchased in Tbilisi however with the current number of students being 55 it is unlikely that this resource is sufficient to enable students to achieve the programme learning outcomes.

TUM did not offer the expert panel a definite plan for the development and delivery of their programmes (including location and student numbers) as we are told that TUM wishing to await the decision on Authorization. At the time we visited Batumi branch we saw that the teaching accommodation was completely empty of any furniture, teaching equipment, library resources etc and we were told that no academic staff had an office base on site. This lack of clarity of purpose about the Batumi branch and its subsequent consequential impact on programme delivery in the Tbilisi campus made it difficult for the Expert Panel to comment on the suitability and achievability of educational programme design and development nor to offer specific constructive advice. Interviews with the Programme Heads also did not lead to any information about detailed planning being in place for the next Academic Year either on campus or as on-line programmes. There was no awareness of there being a schedule of regular programme review to ensure the maintenance of quality and academic standards however an Academic Council has now been established as the highest governing body of the HEI and it approves the educational programmes and makes decisions on the implementation or cancellation of programmes and there is a process described for the procedure thereafter of educational program development. Given that there is a lack of clarity around the organisational structure as described in Standard 2.1 that supports the relationship necessary for programme planning between the Academic Council, the Quality Assurance Service and the Faculty Councils then it was not clear how the Faculty Councils are involved in Programme development nor how they access the Quality Assurance involvement in these developments. TUM described its Quality assurance processes in the Quality Assurance Mechanisms 2021 Appendix N2 document which states that programme planning (both new and revised programmes) is based on assessment of relevance to professional disciplines, labour market analysis (both Georgian and International) with employer involvement, goal orientation, student centred, applied to skills and projects when relevant, utilising student and graduate surveys and all aligned to the NQF framework.

The SER described a process of programme quality assurance which was intended to 'allow rapid identification of the strengths and weaknesses of programmes and prompt reaction'. This is to be based on surveys of staff, students through an electronic platform. They quoted labour market research (desk research) done in 2011-2018 to discover labour market requirements which led to development of Law, Business Administration programmes. They also gave examples of student satisfaction survey in 2021 and in 2022 leading to enhance practical components in programmes and updating literature and staff survey however there appeared to be no consistent approach to both the design of the questionnaires nor the analysis and subsequent use of the outcome results with some surveys having quite low return rates. In addition, the data presented in the English version of the SER did not have any of the bar chart/tables results translated into English and so it was impossible for the expert witnesses to critique the data without having to ask the Georgian speaking panel members which was very challenging with time constraints and multiple documents to review. Further quality assurance surveys are to be produced for academic year 2021-2022 with results being available at the end of 2022. The teaching staff interviewed however were not able to describe either the formal

process for programme changes or how they had their involvement in these types of processes in recent times. They did say that when they felt their programme should be changed or improved the TUM senior staff were open to that happening and changes were then made.

Overall, the evidence presented in the documentation and during the interviews reflected a lack of awareness of the vital importance of a standardized approach to educational programme development and delivery which is the represented in a comprehensive suite of documentation designed to underpin the complexity of the delivery of programmes such as those offered by TUM. Given that several of these are health professional programmes this lack of rigour is concerning and is reflected in the decision that TUM are non-compliant in this section of Standard 3.

#### **Evidences/indicators**

- Self-Evaluation Report
- Programme and Syllabi documents
- Staff, Student etc surveys
- Samples of language tests (English, Georgian & Russian)
- Policy for online teaching and assessment
- 'Instruction for Conducting Exams' document
- Rules for Regulating the Learning Process document
- Structure of Educational Programme and Initiation (Appendix N4)
- Quality Assurance Mechanisms 2021 Appendix N2
- Medical Staff Labour Market Analysis for International Students
- Employment Market Research For Law, Business Administration, Public Administration, Engineering and Computer Science
- Student Handbook
- Interview with students
- Interviews with staff

#### **Recommendations:**

- 3.1.1. The decision as to the use of Batumi branch as a base for programme delivery must be clarified and in particular which programmes are to be delivered there and/or in Tbilisi so as to allow the creation of an updated policy and planning for delivery to proceed.
- 3.1.2. Once the decision on the use of the Batumi branch has been made it is recommended that TUM develop an updated policy to allow the refurbishment of facilities and the provision of sufficient teaching staff and administrative staff so as to deliver and develop the programmes effectively.
- 3.1.3. The policy on discontinuation of programmes must be adhered to and students should be informed of the decisions to close their programme. Thereafter all affected students must be offered choices about how best to progress or transfer so as to avoid any detrimental effect on their studies.
- 3.1.4. It is recommended that any programme changes either minor or major e.g to switch delivery permanently to on-line delivery must follow a systematic process for formal approval within the programme governance structure.

- 3.1.5. It is recommended that Faculty and Invited staff and employers are involved collaboratively in the planning, design, delivery and development of their courses and programmes.
- 3.1.6. Following the relocation of teaching to Tbilisi, detailed planning of student numbers and programmes offered must take place in order to match this to capacity for delivery.
- 3.1.7. TUM should amend the Rules for Regulating the Learning Process policy document to allow students suspended due to failure to progress to officially exit from the program in less than the 5 years maximum period
- 3.1.8. It is recommended that TUM develop a detailed policy for the delivery of permanent remote on-line teaching and assessments which includes all necessary technical and academic support for both academic and invited staff and students.
- 3.1.9. TUM must create a 'return-to-campus' policy based on formalized reasons and decisions about what programmes will be delivered and in which format and location. Relevant programme documentation including that additional information should then be developed and then submitted to the Academic council for formal approval.
- 3.1.10. TUM must review their foreign language admission criteria to ensure the selection of students who are able to achieve the necessary language skills to progress.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

- 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**

The current programme and syllabi documentation are described in documentation which is laid out differently in several of the programmes. Four of the eight programmes' documents had date of approval on them 'Approved by the Minutes of the Academic Council of the Ltd. Teaching University Millennium on 9.03.2022, N3' however four did not reference such approval. The programme catalogue is available on the University website and TUM complies with the European Credit Transfer System (ECTS). Data was provided on student numbers (both active and suspended), graduation rate and alumni career and employment tracking (in programmes that had already had alumni). As mentioned in 3.1 overall 873 students are suspended (62% of the total numbers of students) and TUM told us the reasons for this were



mostly related to inadequate language skills however there was no detailed suggestions put forward by the senior management as to how they would address this.

Taken overall the documentation appears to reflect an approach to constructive alignment in the programmes and syllabi that works in practice. There is some evidence of old nomenclature e.g., Batumi Teaching University on one document and some looked incomplete however most of the syllabi include information of compulsory and elective courses and details of the programme content 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 Learning Outcomes. There is a relatively diverse range of teaching and learning methods described however these are overall standard practice and will support the achievement of learning outcomes. However, without having a standardized approach to documenting the learning outcomes and assessment details it is not possible to robustly quality assure programme outcomes and so the expert panel could not determine full compliance with the programme regulations. Indeed, there was limited detail proved during the interviews with the academic and invited staff about there being a recognised policy approach to co-ordination of the development of programme and module contents and assessments in a cohesive and robust manner. They described an approach based on mostly having to take their own initiative to create content and assessments based on the module/syllabi regulatory documents with limited input from other staff members. It was unclear how at an institutional level there was sufficient oversight of the programme materials being developed and delivered to ensure they avoid issues such as a lack of consistency in programme content and assessments particularly given that the theoretical elements of the programmes continue to be delivered online.

Several described that they had developed an approach to developing a consistent approach to programme content development and delivery based on informal contact with other course providers if they need to check for issues such as:

- Checking student prior knowledge from previous courses in case of any potential lack that might impact on their study design;
- Any gaps/repetitions in content design other than is designed into a spiral curriculum such as the MD programme;
- Any specific concerns about individual students that might need elevated to Dean/Head of programme;
- Both academic and invited staff stated that is at times they were aware of the need to check other course materials then they would do this by directly contacting by email or phone the other course tutor(s) to check this and if necessary, makes changes to either or both courses.

None of the teaching staff interviewed were aware of any specific overarching institutional policy describing the institutional approach to planning programme development and programme coherence. Nor were they aware of any approach to establish threshold concepts and integrate these into the longitudinal aspects of programme assessment. When asked what they would do about concerns they might have about student performance e.g., lack of engagement or struggling due to other reasons such poor study skills or health issues they did say they would contact the Head of programme however or the Dean depending on circumstances.

When asked about support for the development of on-line teaching and assessment we were told that technical support had been provided and materials were provided using TUM internal platform. Lectures and tutorials etc are being delivered by Zoom however TUM do not have a

full licence with Zoom so the maximum length of a class before disconnection would be 45 minutes. This can be disruptive to the smooth running of teaching delivery and unhelpful for students accessing from areas with low bandwidth who may experience more frequent disconnections in any event. A document entitled 'Evaluation of lectures in e-learning conditions by the Quality Assurance Service' in the Autumn Semester of the 2020-2021 academic year gives the results as; "Number of lectures: 27 Number of training courses: 46. Organization 18%, Ethics 19%, Contact with Student 19%, Student Involvement 13%, E-Learning Facilities 16%, Technical Performance 15%" however it does not make clear what these figures relate to.

We were also told by both the Academic and Invited staff that they would communicate with students through private emails as there is no established email accounts within TUM. Given these communications will be necessity include personal data and may even contains data about health and conduct issues this is not a secure way to communicate and so is not appropriate.

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 implemented during IEP. An example was given where a lecturer had identified a student who they considered might have Autistic Spectrum Disorder and who they then had supported with individual tutorial sessions. The lecturer had informed TUM management about this however when the TUM management was asked by the external panel in general about Individual support offered, they stated that thus far there have no students identified who might need an individual curriculum.

TUM has developed a clinical skills centre to deliver practical skills training with a wide range of mannequins provided. There are specific rooms laid out as if for an OSCE examination, but all rooms are flexible to allow teaching groups of students and are large enough to contain groups of 8-10 students comfortably These rooms also have a CCTV system with a control room on the floor above. A Clinical skills manager has been appointed. 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 will only meet the educational needs of students on the small number of preclinical courses, but additional trained teaching staff and technical support will need to be developed to fully support the learning of more integrated skills in clinical reasoning and decision making.

There are also two laboratories with microscopes and specimens including anatomy models however these were not large and should additional Faculty of Health students be recruited would not be enough to offer adequate laboratory-based learning experience.

The library has computer and limited space however there is extremely limited access available to an e-library. On checking with the librarian on campus we found this to be true of some books and also an adequate data base of electronic journals other than a few rather random journals with free access. Without the ability to access the e-library adequately and with no evidence of training in digital literacy followed up by students being able to access data bases and developing these skills for themselves there is no possibility that any of the learning outcomes related to research can be realised. Additionally, whilst access from campus was limited it appeared that on testing access from home (even by a library staff member from home) the data bases were even less accessible. This is very concerning given that students

having been studying remotely for over 2 years now and so will not have able to expand their learning through studying the literature basis of the programs and courses.

Several clinics have signed MOUs with TUM for the Faculty of Health programmes and there are MOUs established to offer internship to students on other programmes. The Gudushauri National Medical Centre Clinic (a polyclinic) was visited by the Expert Panel, and they told us they are currently teaching students from other medical schools. It is well equipped to deliver teaching for future MD students and is in the process of merging both the clinical areas and the teaching spaces however the staff interviewed were not aware of much of the details of what would be required as they told us they had only recently signed the MOU. We were also told that we would visit the VP Dental Clinic however the itinerary was changed by TUM without notification or agreement with NCEQE and so we do not know the name of the clinic visited. The staff at this clinic told us they had only recently signed the MOU and although was well equipped and keen to teach they did not as yet know more of the details of the skills training, they would be asked to deliver. This MOU is very general and although it refers to students receiving support with practical studies it does not include details of the subjects to be taught nor the number of students who will be attending. Contracts with other dental clinics seem to be more specific about curriculum delivery.

‘Research-led’ teaching in health sciences is a marker of quality and allows student to make the connections between the development of professional practice being based on good scientific evidence. Whilst the Faculty of Health professional curricula do include research methodology as part of the mandatory programmes it was noted that Pharmacy programme has ‘Basics of Clinical Research’ only as an Elective. This is not sufficient for a modern-day health care professional programme where the understanding of clinical research is essential.

All programmes include some elements of academic writing and/or dissertation requirements however TUM does not have its own subscription access to anti-plagiarism software. This means that students are unable to self-check their work on a regular basis, and this must limit the extent to which they can learn about (and so avoid) the types of errors that can occur in academic writing. This is likely to have increased negative impact on the students who are studying in a foreign language who may find it challenging to interpret the literature and paraphrase where appropriate for their own context in academic writing.

It was difficult to determine the extent of the practical elements of teaching that were taking place as there was very limited information about this in the documentation. Further information was requested however this was only provided for the Rehabilitation programme where it takes place in the National Training Center for Family Medicine, Pharmacy placements in the Gepha/GPC, and several clinical locations for the Dental programme (there was no indication of the numbers of students on the programme/in the groups).

There was no evidence in any of the health programmes reviewed that a portfolio approach to recording learning and skills developed was being used. This is a particularly useful approach to skills development as it not only records learning in Undergraduate programmes it also establishes the skills necessary to engage in reflective professional practice as part of ongoing professional development when employed.

**Evidences/indicators**

- Self-Evaluation Report
- Programme and Syllabi documents

- MD Programme ENG
- Learning Outcomes ENG
- Study Plan MD ENG
- MD Millennium Benchmarking ENG
- Samples of Faculty of Health schedules for practical classes
- 'Instruction for Conducting Exams' document
- Rules for Regulating the Learning Process document
- Structure of Educational Programme and Initiation (Appendix N4)
- Student Handbook
- Interview with students
- Interviews with staff

**Recommendations:**

- 3.2.1. It is recommended that TUM standardizes the structure and layout of all programme and syllabi documents so as to achieve standardization and consistency in the delivery and quality assurance of programmes.
- 3.2.2. The quality assurance data created by programme standardization process must be shared with teaching staff to be used as evidence to decisions about programme delivery, development and improvements.
- 3.2.3. TUM must provide a safe and secure electronic communication systems for the use of staff and students and stop using personal emails which are not secure.
- 3.2.4. It is recommended that TUM carries out detailed planning around the scope and scale of teaching space and facilities (particularly laboratory and clinical skills training) available in Tbilisi to make sure it is adequate for the numbers of students planned to achieve the relevant learning outcomes.
- 3.2.5. TUM must address the deficiency in the e-library connectivity (particular for outwit the campus) so that students can acquire the skills of digital literacy necessary for future professional employment.
- 3.2.6. It is recommended that TUM establishes a connection to an on-line learning platform or methodology that allows uninterrupted classroom teaching activities to last more than 45 minutes.

**Suggestions:**

- 3.2.1. TUM should consider the introduction of remediation training and support in English Language skills development for students who fail to progress for this reason.
- 3.2.2. Consideration could be given to moving the 'Basics of Clinical Research' into the Mandatory elements of the Pharmacy programme.
- 3.2.3. TUM might explore the introduction of a portfolio particularly for Faculty of Health students as it allows the recording of skills development and the development of skills necessary as future professionals engaged with lifelong reflective practice.

**Best Practices (if applicable):**

None

**Evaluation**

- 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**

There is an established policy document entitled 'Instruction for Conducting Exams' which describes the processes for assessment and the various Articles cover some of the necessary provisions however Article 10 Final provisions' only states that 'this rule is approved by the Rector order 'and so it is not possible to determine what aspect it was intended to cover.

As mentioned already the programme and syllabi documentation vary with not all giving sufficient detail of the assessments that are carried out. An example of a more detailed programme however is the Pharmacy programme which uses a continuous assessment approach that combines common assessment methods (test, essay, demonstration, presentation, discussion, practical/theoretical task, group working and participating in a discussion, etc.). These assessments are linked to the relevant criteria and grading, and these are aligned to the standardized grading system. Business Administration details an assessment approach similar to pharmacy and also aligns it to both the European Credit Transfer and Accumulation System (ECTS), and the regulations of The Ministry of Education and Science of Georgia.

The MD programme documentation offers limited detailed information about the assessment to be carried out despite this being a very important aspect of a partially integrated medical degree curriculum. There is some mention of the use of various types of assessment e.g MCQ's, Open Questions, OSCE's etc. and there is a benchmarking document that partially maps indicative learning outcomes to assessment methods however there is no detailed explanation of how the benchmarking figures have been calculated or how they will be monitored and quality assured. In addition, staff interviewed who were to be involved in the proposed MD programme had very limited understanding of the complexity of the assessment processes. The simulation center we visited was set up to model an OSCE examination with suggested stations however as it was not in use it was not possible to check in detail the staff's level of understanding as to how it would operate in practice.

Other programmes documentation describes an assessment system that requires course tutors to set exam questions prior to each exam and there is a strict timetable for the production and submission of subject specific questions, their acceptance as appropriate and the marking of the examination papers post exam. Neither the documentation nor the academic staff we met could describe the process of quality assuring the examination. In particular there was no mention of standard setting of assessments both longitudinally and horizontally in terms of threshold concepts having been set. Nor was there any mention of the process of moderation of marking, nor any calibration training described so as to ensure consistency and fairness in outcomes. Teaching staff did say they were provided with data after assessments as a way of enabling them to understand how to improve their questions writing skills but there seemed to be no centralized review done to ensure consistency. None of the staff interviewed were able to describe the creation of a 'question bank' despite having been writing online exam questions for over 2 years. The tight turnaround timetable for the entire process might exacerbate the lack of fairness and additionally having dispersed teaching staff (especially when

working online remotely) can exacerbate the problem. As such it is essential that TUM has an overarching detailed policy and delivery plan beyond that which is described in the 'Instruction for Conducting Exams' document to ensure the Assessment process complies with the regulations.

There is a documented appeal system and students were aware they had the right of appeal as described in the Rule for Regulating the Learning Process Document and in more detail in the Quality Assurance Recommendations and Response 2020 report however as none of the students nor any of the staff interviewed by the panel had had the occasion to appeal it was not possible to check the functionality of this process.

Finally as mentioned Standard 3.1 TUM should purchase its own anti-plagiarism software as having easily accessible anti-plagiarism software not only encourages students to learn more about approaches to plagiarism avoidance but will also ensure that all assessments are completely checked and so assessment quality assurance standards are met.

Overall, the lack of operational consistency in the development and delivery of the various assessments is concerning and in particular the lack of moderation and calibration of essay marking. The apparent lack of comprehensive standard setting and the full mapping and benchmarking of the questions written for use in MCQ's etc. may impact the reliability and validity of assessments in some programmes. Both these factors account for the final evaluation to be considered as non-compliant.

#### **Evidences/indicators**

- Self-Evaluation Report
- Programme and Syllabi documents
- 'Instruction for Conducting Exams' document
- Rules for Regulating the Learning Process document
- MD Programme ENG
- Learning Outcomes ENG
- Study Plan MD ENG
- MD Millennium Benchmarking ENG
- Structure of Educational Programme and Initiation (Appendix N4)
- Student Handbook
- Interview with students
- Interviews with staff

#### **Recommendations:**

3.3.1. It is recommended that TUM purchases its own license for plagiarism software so that students and staff can easily self-check their academic writing and so enhance their knowledge and understanding of their obligation to avoid even accidental plagiarism.

3.3.2. It is recommended that TUM produce a comprehensive assessment policy with detailed delivery planning (including the types of assessment and dates etc.) for all programmes in order to establish a consistent assessment cycle that allows staff involved in the quality assurance of the assessments to be fully engaged.

3.3.3. TUM must standardize the type and format of information that is included in all programme documentation about the nature, timing, and formats of assessments (both formative and summative) and how they map to the relevant regulatory criteria.

3.3.4. It is recommended that TUM train all academic and invited staff in modern assessment principles and in particular Question writing and Standard Setting.

3.3.5. TUM must adopt an approach to Standard Setting and Moderation in all assessments in order to ensure consistency and fairness.

3.3.6 It is recommended that TUM regularly carries out compulsory assessment marking calibration exercises involving all staff members who are marking and grading student assessments.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

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

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

##### **Descriptive summary and analysis of compliance with the standard component requirements**

For the implementation of educational process and other activities, the TUM has management policy and procedures, that are defined in the following documents:

- Management and Development of Administrative and Support Staff
- Job requirements for Administrative and Support Staff
- Professional activities of Academic and Invited Personnel
- Rule for Recruiting Academic Personnel

The abovementioned documents were elaborated in October 2021 and include transparent and objective procedures for electing and appointing academic, invited, administrative, and support staff as well as affiliation terms and conditions. The interviews with academic and invited personnel, administrative and support staff revealed that they were elected/appointed in accordance with these procedures and Georgian legislation.

The TUM has defined the qualification requirements of administrative and support staff in their job descriptions, considering the main functions and existing legislation. The qualifications of administrative and support staff are in line with HEI qualification requirements, but these

requirements are not always fitted to the TUM's activities. For instance, knowledge of foreign languages is not obligatory for IT specialist, librarian, and doctor in spite of the fact that the 67, 3% of TUM's active students are foreigners.

The Rule for Recruiting Academic Personnel specifies detailed qualification requirements of academic and invited staff, including for delivering foreign language academic programmes. These requirements are in line with Georgian legislation and programme specifications, though the University has not provided related documentation and the review team does not have the opportunity to determine whether the election/appointment processes were carried out according predefined requirements and procedures or not.

The review team has examined CVs and diplomas of academic and invited staff of the Faculty of Business, Law and Social Sciences and Faculty of Health Care considers that their qualifications are sufficient for delivering academic programme components.

According to the self-evaluation report, the TUM delivers 7 BA and 3 One-cycle academic program with 201 academic and 220 invited personnel, and from 201 academic personnel only 71 is affiliated with the University. For the consistency of educational programmes and for the implementation of the activities defined in its strategic plan (especially – scientific activities), the TUM should increase the number of affiliated academic personnel. In this regard the faculty of Healthcare seems more problematic – from 122 academic staff 93 is not affiliated with the University, including the Head of medical program.

In the October 2021 the TUM has elaborated the rule for supporting professional development of academic and invited staff, which is very general document and sets the same requirements for the academic and invited staff. The TUM has financed some of their scientific activities (e.g., publication fee and participation in the scientific conference), but according to the survey results, 50% of academic personnel are not aware about remuneration and encouragement possibilities and requirements.

In the 3-year action plan (2022-2024) the TUM has indicated that it will spend 150,000 Gel for establishment of professional development mechanisms and appraisal system for administrative staff, but at the time of authorization visit these mechanisms have not been implemented.

In last 2 years the TUM has offered 2 trainings for academic and invited staff (teaching methods, November 2021 and evaluation of learning outcomes, April 2022) and has organized meetings with administrative staff, where invited experts discussed some key aspects of the University performance. However, for the effective implementation of its strategic goals, the TUM needs to have a well-established approach and strategy for the professional development of its administrative/support and academic/invited staff and offer them trainings and events based on needs assessment, both on ad hoc and regular basis.

The TUM has started conducting staff evaluation and satisfaction surveys, but has not utilized survey results in the process of staff management.

During the authorization visit representatives of the University administration mentioned that after merging with another institution they revised organizational structure of TUM, hired new employees and plan to extend their number. However, their plans about Batumi branch were unclear. The review team supports these changes and recommends that for the effective implementation of educational process and other activities, the TUM needs to extend number of employees in the administrative/support units, taking into account their duties and workload (especially in the departments/cervices with only one employee) and to define the



organizational structure and number of employees for Batumi branch, considering number of students and educational programmes.

Additionally, taking into account implemented and planned changes in the University structure, including merging and difficulties of rapid shift to full-time remote work caused by the COVID-19 pandemic, the TUM needs to elaborate procedures ensuring the integration of new employees into work environment and their efficient involvement into the working process.

**Evidences/indicators**

- Action Plan (2022-2024)
- Management and Development of Administrative and Support Staff
- Job requirements for Administrative and Support Staff
- Professional activities of Academic and Invited Personnel
- Rule for Recruiting Academic Personnel
- Rule for supporting professional development of academic and invited staff
- Performance evaluation data (academic and invited staff of Faculty of Business, Law and Social Sciences)
- Performance evaluation data (academic and invited staff of Faculty of Healthcare)
- Satisfaction survey results (academic and invited staff)
- Data of Performance evaluation (administrative staff)
- Interview results
- Self-Evaluation Report

**Recommendations:**

- 4.1.1. The TUM needs to define approaches and strategy for the professional development of its staff, based on employee’s performance evaluation results and needs assessment.
- 4.1.2. The TUM needs to set clear and adequate requirements for remuneration and encouragement of academic and invited staff and increase awareness about them.
- 4.1.3. The TUM needs to extend number of employees in the administrative/support units, taking into account their duties and workload (especially in the departments/services with only one employee) and to define the organizational structure and number of employees for Batumi branch, considering number of students and educational programmes.
- 4.1.4. The TUM needs to elaborate procedures ensuring the integration of new employees into work environment and their efficient involvement into the working process.
- 4.1.5. The TUM needs to utilize staff evaluation and satisfaction survey results in the process of staff management.
- 4.1.6. The TUM needs to revise qualification requirements of administrative and support staff with regard to foreign language competencies.
- 4.1.7. The TUM needs to increase the number of affiliated academic staff.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

- 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**

In the November 2021 the TUM has elaborated document - Workload of Academic, Scientific and Invited Staff, which regulates distribution of academic/scientific/invited staff workload among teaching, research and other activities. The Conditions of affiliation and as well as obligations of affiliated academic personnel and the University are described in the same document.

Interview results and submitted documents (agreements, conference papers etc.) prove that affiliated personnel are aware about affiliation terms and conditions and act according to them.

The Teaching workload schemes for academic/invited personnel are updated every semester, according to the abovementioned document.

The number and workload of academic and invited staff is sufficient for implementation of BA programmes (if we do not take into account Batumi branch and BA programmes in Tourism and Journalism which are to be discontinued). The TUM does not have scientific staff.

Looking at the MD programme it seems from the list that in many of the subjects only one academic staff is employed to teach these subjects which is clearly not enough.

For planning the number of academic, scientific and invited staff the TUM has elaborated Principles and methodology for defining number of academic staff, which is very general document, without the certain methodology and statistical data. More detailed information for planning academic personnel was found in the document - Student Contingent Planning Mechanism and Methodology, where the Institution indicates formula: 1 academic staff per 50 students, without consideration programme specifications and best international practices. Also, It is not clear how the current ratios of academic and invited staff and relevant and target benchmarks are linked to the abovementioned document. Interviews with administrative staff and additionally requested documents revealed that the University does not have clear vision and strategy for planning number of academic/invited staff.

#### Evidences/indicators

- Workload of Academic, Scientific and Invited Staff
- Teaching workload schemes
- Student Contingent Planning Mechanism and Methodology
- Principles and methodology for defining number of academic staff
- Interview results
- Self-Evaluation Report
- Sample agreement with affiliated academic staff

#### Recommendations:

- 4.2.1. The TUM needs to elaborate methodology of planning the number of academic, scientific and invited staff, considering the number of existing and future students on each programme, the specifics of the programme, and best international practices.
- 4.2.2. The TUM needs to increase the number of teaching staff for MD programme.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

- 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-centred 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**

- 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.
- HEI ensures the protection of student rights and lawful interests.

**Descriptive summary and analysis of compliance with the standard component requirements**

Teaching university Millennium has defined procedures regarding the student status, mobility, qualification granting and recognition of education, which are described in the respective documents publicly available in English, and Georgian on the university website. However, since HEI has a significant Russian-speaking student cohort it is necessary for this information to be obtainable in Russian or English as well. The rules are in line with the “Law of Georgia on Higher Education” and are agreed upon between university and newly admitted students. Information about admission procedures for international applicants was not available on the website during the visit. In interviews, it was revealed, however, that HEI has a partnership with a recruitment agency in India. The university provided the document of the agreement, but it is worth mentioning that the official name of the institution is not mentioned in it. Instead, “Higher Education Institution Education Academy” is the party's official name in the agreement. This and other former/different names of the institution recur in other agreements and MOUs with other international partners, which the expert panel considers obscure. The validity of these MOUs in some cases are not clear (dates are not indicated), in another cases (MOU with Pacific Link college, European University, (Ukraine) they are outdated.

The University administration team has developed a guidebook for students, which includes information about student status, rights, and regulations of HEI; however, students could not recall the occasion of receiving such a document. Also, it is worth mentioning that some students and graduates indicated in the agenda of the visit were absent during the interviews. Furthermore, we were not able to meet international students in person and only 2 of them contacted us via Zoom platform but there were major technical and communication problems which according to expert’s panel’s opinion may be partially derived from language barrier. There were no well-grounded answers to any of the question asked to foreign students. Experts consider this a significant drawback in evaluation process as HEI has considerable number of

international students. Also, this raises the concern on overall quality of educational process on international programs.

It is noteworthy, that SER states that institution has 533 active (297 international students) and 873 suspended students (867 international)), however, the data received by expert panel shows that university has 700 active students out of which 454 are international. This means that HEI welcomed 167 new students during the spring semester. The administration stated the language barrier as the main reason for the increasing number of suspended students over the years but could not provide any details, further research, or plans for overcoming this problem. In the argumentative position, the HEI points out that the suspension procedure is carried out according to the law of Georgia. However, nothing is mentioned about the intention to explore the reasons behind the data, which may be used effectively in further developing educational and administrative processes or revealing any existing drawbacks in the institution. It is worth noting that experts requested additional pieces of evidence of recognition of prior learning and qualification granting. According to the documents provided, the majority of international students are of Azerbaijani and Turkish origin (224 Azerbaijanis, 180 Turkish). Admission rules of the HEI state that international students are admitted based on either language test or interview. It is not clear to the panel if the choice depends on the university representatives or the students themselves. Furthermore, as mentioned earlier, in experts' opinion, the samples of language tests provided do not meet the B2 level required by the respective rule of the HEI. The majority of foreign students are enrolled directly to the Millennium university according to the respective law of Georgia, while other part is admitted through mobility from other universities in Georgia. The rules for credit recognition are defined in the respective document of the institution, which cannot be found in English or Russian language.

Regarding the appeal system, according to provision and SER of the university, in case of a complaint received by the student, the rector/dean orders to assemble the special commission for the review process. However, interviews revealed no such occasion in the past.

Student involvement in the decision-making process at the university seems to be nominal. Although the faculty board and self-evaluation team have student representatives, they could not recall any occasion of raising an issue or advancing some kind of initiative. Students are elected by popular vote. The engagement of Student self-government in protecting student rights and lawful interests was unclear from the interviews, as the only representative and the head of the body had been newly appointed and could not provide detailed information about the activities conducted by the self-government. According to self-government charter of the university, any candidate wishing to participate in the elections should present his/her student activity report and 1-year action plan as well as his/her vision of developing the body. Based on the interviews this was not evident to the panel.

The interviews revealed that the University plans to discontinue BA programmes in Tourism and Journalism by the end of the semester. However, students of these programmes were not informed about the details regarding the continuation of their studies or which programmes may be compatible to their obtained credits. According to experts' opinion, this may undermine students interests and create unpredictable atmosphere potentially leading to violation of their rights.

According to the argumentative position, HEI accepts only one recommendation provided by the expert panel and disagrees on most of the matters discussed above, often indicating the nominal existence of procedures and the documentation as evidence. However, as the expert

panel bases evaluation on both, provided the documentation and the site visit, it was decided not to make any significant changes to the existing document.

**Evidences/indicators**

- Student Agreement;
- Law of Regulation of Study Process;
- Self-Evaluation Report;
- Memorandum with the Georgian Technical University;
- Interviews;
- University website.

**Recommendations:**

- 5.1.1. Further research the causes of high number of suspended students and create a plan to reduce it gradually.
- 5.1.2. Promote the involvement of students in decision making process at the university administrative and academic bodies.
- 5.1.3. Provide all necessary documentation in Russian and English on the university website.
- 5.1.4. Provide students of Tourism and Journalism programs detailed information regarding the termination of their programs and future opportunities of continuation of their studies. Make sure that process follows the rules described in the normative acts of the university.
- 5.1.5. Ensure that the students self-government activities are in line with its charter and the election process is conducted according to the respective rules.
- 5.1.6. It is recommended to refine the rules of admission to clearly define the process. Also make sure that language test is in line B2 level required by the rule of HEI.

**Suggestions:**

- 5.1.1. Ensure that guidebook is delivered to every newly enrolled student to assist in integrating into the university environment and getting familiar with HEI regulations.

**Best Practices (if applicable):**

None

**Evaluation**

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

**5.2 Student Support Services**

- HEI has student consulting services in order to plan educational process and improve academic performance
- HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development
- HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
- 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 Millennium Teaching University is mainly performed by coordinators and the Internationalization, PR and Career Development Department. Coordinators are mainly responsible for technical and organizational support during the admission and graduation process and throughout their studies. This includes assisting students with operating the electronic database and online

learning software, choosing subjects, signing and obtaining documentation from the university, etc. Regarding the consultation and support on the academic performance and education process coordinator's department state that students with such issues are redirected to either dean's office or the faculty. However, there is no proper framework or documentation of how this process is carried out in reality nor did the expert panel get any examples from the recent past during the interviews. Furthermore, throughout the meetings, it was revealed that students discuss and resolve their issues and complaints primarily by directly contacting academic staff. This is usually carried out by web and social networking sites like Facebook and Messenger, and/or by directly emailing using personal email accounts, especially since all lectures are currently held online. The academic staff has mentioned that there was not any case in their experience that had required the involvement of administration or higher body and had not resolved by their own effort using the methods mentioned above. These findings raise concerns about the quality of support and the attitude of the HEI stakeholders towards students' needs.

It is worth mentioning that the electronic portal currently being used in the institution is only available in Georgian which is a major issue since HEI has a significant number of English and Russian speaking students (65% of the active students). A new portal with foreign language support is in the last stages of development and will be available next semester according to the coordinator's office. However, it is still obscure how international students had been using the platform in recent years. It is also worth mentioning that this issue has not come up in any satisfaction surveys or opinion polls conducted by the QA department during the years to which experts have received access which seems at odds to the emphasis placed on the importance of this provision especially during on-line only educational delivery.

Career support service combines internationalization and PR departments as well with having only 3 employees currently out of which 1 is student employee). This may hinder the efficiency of these departments to carry out major tasks needed for the development in these areas, especially while SER states that these aspects of the institution are priorities of the university. Since the department mostly has new employees and the university has gone through several reorganizations recently, much of the activities are in the early stages of the planning and development. The academic staff of the university has participated in several international conferences and symposiums but there is a lack of involvement from the students' side. Their main area of activity includes attending public lectures and seminars provided by HEI or third-party organizations with whom the institution has signed memorandums. Topics are usually related to the preparation for the job interview, writing cover letters and CVs, communication skills, etc.

According to recent surveys, only 30% of the institution's graduates are employed. During the interviews, no specific plans were revealed to tackle this problem. All of the employers who we met during interviews were also recently introduced to the HEI and had signed the agreements just before the visit. Thus, they lacked the experience in participating in the development of programmes and curricula, nor had any history of engagement with graduates of Millennium University. HEI does not have employer database and provides limited employment opportunities to students and graduates. There are several MOUs and agreements with partner organizations which includes practical work opportunities but very few (only 2 of them) regarding the employment options.

Opportunities for students to participate in international mobility programmes and projects are very limited. According to documentation requested by the expert panel during the last 4 years, 3 students were sent on an exchange programme abroad. Additionally, the Erasmus agreement

provided to the panel is signed between the University of Alcalá (Spain) and GEU (Georgian European University), which according to the interviews, merged with the Teaching University Millennium in 2019. Thus, the validity of this document now is not clear to the expert panel. Only 1 student was exchanged in the frame of this agreement in Alcalá university (Spain) in 2019-2020 academic year. It was revealed during interviews that HEI has signed MOU with Poznań University (Poland) and plans to send a student next semester. However, the institution does not have a systematic approach to promoting opportunities for an international experience or ensuring that students are able to reach the level of professional and language skills required for this kind of opportunity. During the interviews, none of the students expressed interest or awareness of such kinds of activities nor have known anyone in their circle who would be inclined to participate.

According to SER, the mechanisms for supporting socially vulnerable students include flexible payment system and granting of special reduction of payment, regulated by an order of the Rector. Exact criteria for by which cases are chosen is described in “Student Support Mechanisms”, which is available on the university website in English and Georgian but not in Russian.

**Evidences/indicators**

- Self-Evaluation Report
- The university website
- Interviews
- Memorandums of Understanding
- Student support mechanisms
- Student Analysis
- Alumni Analysis
- Internationalization Policy

**Recommendations:**

- 5.2.1. Develop the systemized approach for consulting services, especially related to the study process and academic performance of the students.
- 5.2.2. Increase opportunities for international experience, ensure that students get skills to be eligible to participate in these activities.
- 5.2.3. Conduct the deeper alumni research, ensure their involvement in programme development.
- 5.2.4. Develop the plan to decrease rate of unemployment among graduates.
- 5.2.5. Enhance employer’s involvement in programme development. Increase the number of internship opportunities for the students.
- 5.2.6. Create employment database. Establish long-term partnership/communication with employers
- 5.2.7 Ensure the timely implementation of the student portal with foreign language support.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

- 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**

- HEI, based on its type and specifics of its fields, carries out research/creative activities.
- Ensuring the effectiveness of doctoral research supervision
- 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**

TUM stated in the SER that having been operating with the status of a college they have no scientific staff but are supportive of their academic staff being engaged in research activities. This issue is identified as a weakness of TUM in SWOT analysis of 2022-2028 strategic development plan.

Integration of research skills into teaching process is manifested in bachelor's theses and scientific activities provided by TUM. The bachelor theses will be selected of students and his/her supervisors' opinion. The student is obliged to choose the research theses in the last year of studies.

According to the mission of TUM, the teaching university's aim is to make the optimal environment for students and teachers for teaching and research, which will be based on multicultural values.

The institution has department of Internationalization, Public Relations and Career Development with three staff. The responsibility of this department is to coordinate international, research, career and continues professional development activities, however there was no evidence that there was any effective organizational approach to research planning and research delivery and it was clear from speaking with the academic staff that most of them were doing research within the other HEI's they worked for or were affiliated with.

An internal funding system for scientific research activities and the budget planning is in the process. The faculty has responsibility to manage the support of research and scientific activities with current department and shares the plan to the rector and academic council. According to the implemented plan the faculty manages the research and scientific activities, participates in reviewing of thesis, analyze the projects of the academic and scientific personal, administrates the internal grants, makes the final projects and shares it with academic council. The faculty is also responsible structure to carry out the plagiarism process in the University. TUM does not have its own account with an anti-plagiarism platform but accesses this by sending written documents to the Georgian Technical University who then submit document on their behalf. This significantly limits the ability of staff and students to self-check their own draft research papers and leads to extra work which is burdensome to staff producing research outputs for publication.



The University TUM provided the Financial plan, according which document 280,000 Gel is for Scientific Research activities and 35000 Gel is for publications in Journals. It includes both students and academic staff. During the interview with academic council, the members didn't provide the plan how this amount of funding will be organized due to faculties and activities. During the interview with academic staff and invited teachers, they shared the less information about funding, they weren't informed from the faculty support in research activity.

The institution also has the evaluation document for the staff to assess academic and scientific activities, prize regulation as well. The evaluation Rule of the Activities of Academic and Invited staff includes participation in scientific events and thesis relevant conferences, scientific publications and monographs. In the process of interview personal didn't have information about the evaluation of scientific activities, also the existence of the academic leave regulation document as well.

The university in Tbilisi branch has laboratories for health science programs and library to implement in educational programs research component. Both were just recently opened. The resources provided by the university were European Respiratory journal, Royal Sciences Journal and Cambridge journal Library. These resources have limited access and do not have the specific user account for TUM institution.

Institution noted that, they will continuously develop and strengthen mechanisms to support research activities.

From provided documents during the visit, TUM shared the list of scientific activities regulated by the document „Mechanism of involvement the students and professors in scientific research activities” – approved by the name of “New University” (2019-2021).

- International Conference “Modern Challenges and Perspectives of Science and Education”. (2019), International colloques from Czech Republic, Slovakia, UK, Ireland, Azerbaijan and Ukraine participated.
- Student Scientific Conference “Establishment of First Democratic Republic” (2019).
- “Presenting and encouraging the scientific research activity of the Georgian higher education's institutions and academic staff”, professor of Law Darejan Lekiasvili has participated. (2019)
- International conference conducted in Germany “People in the Modern world, identity and intercultural communication”- organized by academy of education. (2019)
- International research-Euro student VII, responsible person vice rector of Academy of Education. (2019).
- International student conference “eastern partnership”.
- Joint Scientific Conference for teachers and students, the goal of the conference was to facilitate academic discussions in research.
- International conference “Candidate countries for EU membership and their foreign policy” (2021).
- Georgia and Global Warming”. (2021).

#### **Evidences/indicators**

- Self-Evaluation Report
- Interview with academic staff and invited teachers
- Interview with academic Council
- Rules for evaluation of staff
- The Budget documents

<ul style="list-style-type: none"> <li>• Research development strategy</li> </ul>
<p><b>Recommendations:</b></p> <p>6.1.1. It is recommended that TUM develops a research strategy and action plan of scientific activities including the funding.</p> <p>6.1.2. It is recommended that TUM appoints research active staff who are qualified and able to train and supervise students.</p> <p>6.1.3. Ensure that all academic staff are informed about scientific and research support from the faculty.</p>
<p><b>Suggestions:</b></p> <p>None</p>
<p><b>Best Practices (if applicable):</b></p> <p>None</p>
<p><b>Evaluation</b></p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p><b>6.2. Research Support and Internationalization</b></p> <ul style="list-style-type: none"> <li>○ HEI has an effective system in place for supporting research, development and creative activities</li> <li>○ Attracting new staff and their involvement in research/arts-creative activities.</li> <li>○ University works on internationalization of research, development and creative activities.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>TUM state a desire to become research active however this is difficult given they have very few research active staff members nor are many currently affiliated to TUM. In addition, at interview, it was apparent that neither the senior management group nor the heads of programmes (excluding the Heads of Pharmacy, Physical Medicine and Rehabilitation and International Relations whom we did not meet) were able to articulate a clear sense of direction for TUM's research strategy and focus. Without this TUM will be limited in their ability to attract research active staff as TUM affiliated staff and given the challenges of programme development and delivery it will be hard for the current academic and invited staff to develop programmes of research that will be coherently recognisable as being based on TUM's vision.</p> <p>The department of Internationalization, Public relations and Career Development of the University, within its competencies aims to begin establish an effective system to support research and scientific field. TUM introduced that the rector approves public, transparent fair procedures and funding rules for internal grants. According the SER, by the order of the rector, a commission of the independent experts will evaluate the projects according to the established criteria. This procedure will be regulated by the funding document of grants and scientific research. Competition will be open to academic, research, visiting staff and students. TUM plans to fund the winning projects. The prerequisite for funding is enrollment the students in the grant projects.</p> <p>During the visit University provided additional list of scientific activities, which were conducted in the nearest past.</p> <p>2019 Student Scientific Conference; 2019 „Choose your profession“ week;</p>

2019 Scientific conference for academic and invited faculty “Modern Challenges and perspectives in Science and Education”  
 2019 Cappadocia, student’s forum with TUM student participation.  
 2019 The students of Faculty of Law visited Prague due to cultural educational program.  
 2019 Public lecture was conducted, the speaker Rati Kiria „Psychology of stock trading”;  
 2019 student scientific conference “The way to the EU and Georgia”  
 2020 Student Essay competition;  
 2020 Music Festival;  
 2021 Public lecture “Public administration reform in Georgia”  
 2021 Public lecture the challenges due pandemic situation in Georgia and etc.

None of conducted activities were provided in the field of Medicine and Dentistry.  
 Following trainings: Carrier planning and development activities, communication and cognition, learning results and assessments, modern methodologies in teaching and learning, preparation of MSQ questions in modern and learning method, OSCE and CBL - were conducted. For carrier planning and development 4, communication and cognition 1, learning results and assessment 6, modern methodologies in teaching and learning 7 certificates were provided.

TUM provided the Memorandum of understanding between CEPS- Center for Business Studies (Bosnia and Herzegovina) and University of Millennium signed 07 May, 2021, for interchange of faculty and students.

TUM provided the Cooperation agreement with Poznan University, which includes cooperation in research field between the academic staff of both institutions and to develop students post diploma studies through the organization of summer courses and other programmes. The parties agree to conduct student exchange, 3 students from each party every academic year, level of students must be bachelor students and postgraduate students, course learning in English language, length of the study one/two semester, cost of accommodation, transportation, insurance and living expenses shall be borne by exchange students themselves. Agreement will take effect after signature for five years. Agreement was signed in 2021. No evidence of mobility was provided.

TUM provided agreement of cooperation with Azerbaijan Medical University, which aims carrying out joint scientific research medical activities for graduate and postgraduate students, exchange of specialists, professors of faculties as well. However, as it was signed in 19.04.2022 no evidence of students and staff mobility were provided.

Agreement of cooperation was conducted with Dental esthetic studio as well, which aims internship programs for dental students and joint projects about professional skill development and support. The agreement was signed in nearest past, so evidence of internship was not provided, signed 18.03.2022.

**Evidences/indicators**

- Self-Evaluation Report;
- List of trainings provided by the TUM;
- List of scientific activities provided by the TUM;
- Interviews;
- Grant application submission procedure;
- Memorandums;
- TUM Budget 2022;

**Recommendations:**

<p>6.2.1. Conduct scientific and research activities in Medicine and Dentistry.</p> <p>6.2.2. Realization of taking part of staff and students in international events and staying at partner universities to further integrate international components with TUM support.</p>
<p><b>Suggestions:</b></p> <p>None</p>
<p><b>Best Practices (if applicable):</b></p> <p>None</p>
<p><b>Evaluation</b></p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p><b>6.3. Evaluation of Research Activities</b></p>
<p>HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.</p>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>The TUM has set and formalized evaluation criteria for scientific research performance for academic, scientific and invited staff.</p> <p>TUM aims that the evaluation will be conducted by the Head of Faculty and the department Internationalization, Public relations and Career Development. The responsibilities are shared equally between both evaluators. The criteria for evaluation are:</p> <ul style="list-style-type: none"> <li>• Participation in Scientific events;</li> <li>• Scientific publications (In Georgia and abroad);</li> <li>• Published monographs;</li> <li>• Participate in winning/funded scientific grant projects</li> <li>• Involvement of studies in scientific grant projects</li> <li>• Supervising a research work</li> <li>• Number of Citing;</li> <li>• Consulting and expert services</li> <li>• Involvement of students in scientific conferences (scientific leadership)</li> <li>• Other scientific activities</li> </ul> <p>University provided the evaluation of teaching activities of academic staff from Business, law and social sciences faculty.</p> <p>TUM shared in the SER the account about scientific-research activities from health science school, however this was limited as not all academic staff can be evaluated for reason of not having an accredited medicine programme. Overall, they state that 11 affiliated academic staff were evaluated with “good” and “very good” evaluation.</p> <p>No dentistry field teachers were evaluated.</p> <p>Through the documents provided, it seems that the academic staff of the TUM carries out individual scientific activities, which were also mentioned during the interview however given the lack of active research projects being presented or described in any detail as evidence of</p>

<p>this activity to the expert panel it was very difficult to adequately test the processes and their effectiveness in achieving the desired aims in regard to research outputs.</p> <p>During the interview academic staff confirmed that they had no information about evaluation, as it was newly developed.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>• The document of research development strategy;</li> <li>• The evaluation mechanism of research activities and evaluation results;</li> <li>• Staff assessment document;</li> <li>• Interview</li> <li>• Self-evaluation Report</li> </ul>
<p><b>Recommendations:</b></p> <p>6.3.1. Implement the evaluation of the scientific activities equally to all the faculty members;</p> <p>6.3.2. To make the evaluation procedure fairer, it is recommended that TUM supports affiliated academic, scientific and invited teachers to begin to undertake research.</p>
<p><b>Suggestions:</b></p> <p>None</p>
<p><b>Best Practices (if applicable):</b></p> <p>None</p>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input checked="" type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

## 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.

<p><b>7.1 Material Resources</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.</li> <li>○ Health and safety of students and staff is protected within the institution.</li> <li>○ HEI has adapted environment for people with special needs</li> </ul>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>Teaching University Millennium has two buildings in its ownership in Tbilisi and in Batumi. Core building, which is used for teaching process is in Tbilisi. Tbilisi campus building has three floors. Batumi branch is located on rented two floors at the multi-storey apartment. The buildings include:</p> <ol style="list-style-type: none"> <li>1. Classrooms - equipped with projectors (in Tbilisi campus), chairs, tables, computers, ventilation and heating systems and white boards. However, space for 1050 students in Tbilisi</li> </ol>

branch campus and for 400 students in Batumi branch can be not sufficient for study process. There was no concrete evaluation results or calculation formula presented to clarify the possibility and necessity of this number of contingent regarding the classrooms, programmes, labs, academic personnel and other resources proving the relevance. During the interviews it was mentioned that the distribution 1050/400 for Tbilisi/Batumi building is possible, but this information is not given in the Self-Evaluation Report or presented in any document/decision that declares it. Therefore, it is not possible to judge whether Batumi branch is prepared for a concrete educational programme delivery.

2. Simulation centres – there are several rooms for different simulation study process:
  - 2.1 MD and Odontology – in Tbilisi campus there are different types of moulages for anatomy, first aid, internal medicine, surgery, ICU and all clinical - practical teaching topics from curriculum. During site visit there was also a supply for disposable materials for moulages. Phantom classroom for dentistry has materials for teaching process. Pre-clinical simulation centre has video monitoring assisted OSCE rooms. As for Batumi branch, there is no facilities at all.
  - 2.2 Tbilisi campus TV studio - is well equipped.
  - 2.3 Tbilisi campus simulated court - is well equipped.
  - 2.4 Tbilisi campus Bank office - is well equipped.
  - 2.5 Computer classrooms - are well equipped, but is not sufficient for 1050+400 students.
3. Laboratory (for microbiology and pharmacy) - is equipped, however security recommendations and kits are not sufficient to deliver educational programmes.
4. Administrative space (rooms for administration and academic staff) is equipped to fulfil relevant tasks in Tbilisi campus but in Batumi branch they are not ready to function.
5. Tbilisi campus Library has computers and electronic system but is sufficient for maximum 30 students simultaneously but Batumi branch has only empty space for library with a few computers and no books or other necessary equipment.
6. Archive - space is not sufficient (about 5 square meters) for all document materials. During the interview it was mentioned that additional space was requested and still is not settled. Besides, there was also the computer network hardware in the same space. The documents were not categorized. There is no Archive in Batumi branch.
7. Elevator in Tbilisi branch campus is well equipped and adapted for people with physical disability. As for Batumi branch, the elevator has no enough space for wheelchairs.
8. Sanitary rooms - are adapted for students with special needs in Batumi branch, but in Tbilisi campus there is no enough space for wheelchairs. Special toilets are not installed in Tbilisi or Batumi buildings.
9. Canteen - is well equipped in Tbilisi branch campus and missing in Batumi branch.
10. Stadium - is well equipped in Tbilisi campus.
11. Entrance with security post - Special security company guarantees safety of staff and student. Security guards can provide first aid if needed.
12. Recreation area (stadium and yard with parking area included) in Tbilisi campus.
13. Central heating – is provided in Tbilisi building but not in Batumi building. Instead, in Batumi building the heater is installed one in each floor.
14. Parking for people with disabilities – there was no separate space in Tbilisi or Batumi campus.

15. Building in Tbilisi campus has additional emergency exit but it is made of iron. As for Batumi building, as it is rented on the third and fourth floors of multi-storey apartment, the emergency exit is the one that is used for this building. Uninterruptible power supply system is installed in both Tbilisi and Batumi buildings.

16. There a small medical service room in Tbilisi campus. It is equipped with all needed materials (medications, tannometers, thermometer etc.). As for Batumi branch, there is a medical service room but is not functioning as other administrative rooms.

17. Security video recording and storing facilities inside and outside of building are ensured in Tbilisi Campus but not in Batumi branch.

To sum up, the material resources, including laboratories, reagents, IT equipment, classroom equipment of Batumi branch does not ensure performing educational programmes and reaching learning outcomes of the programmes indicated in the SER. As the institution did not indicate in the SER programmes that should be delivered in Batumi, the institution should have material resources for all programmes indicated in SER.

**Evidences/indicators**

- Facility maps and repots
- Repot from L. Samcharauli national bureau
- Ownership documents reported from public service hall
- Agreements and reports about security, ventilation and heating systems
- Interviews during site visit
- Campus tour - site visit

**Recommendations:**

- 7.1.1. Ensure that both Tbilisi campus and Batumi branch are equipped with material resources (computers, lab equipment, space for study and recreation, library resources, etc.) sufficient to deliver educational process totally for 1450 students.
- 7.1.2. Batumi branch should be equipped with all necessary material resources that ensure to deliver educational process for the programmes indicated in the SER.
- 7.1.3. Develop secured environment in the laboratory.
- 7.1.4. Develop relevant space and efficient arranges for the Archive in Tbilisi campus and Batumi branch
- 7.1.5. All premises should be accessible for the student and staff with disabilities in both Tbilisi campus and Batumi branch.
- 7.1.6. Sanitary rooms should be well equipped and adapted for students with special needs in both Tbilisi campus and Batumi branch.
- 7.1.7. The central heating system should be installed in Batumi branch.
- 7.1.8. The additional emergency exit should be ensured in the way it works in case of necessity in both Tbilisi campus and Batumi branch.
- 7.1.9. Security video recording and storing facilities inside and outside of building should be ensured in Batumi branch.
- 7.1.10. Medical service room in Batumi branch should be equipped with all needed materials (medications, tannometers, thermometer etc.).

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

- 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**

Library is independent two-floor-building with different spaces inside: reading and administrative. There are separate tables with computers for reading. Internet is working without technical problems. Librarian is available to support students, for searching book or use of electronic database. Library is working 6 days per week. But librarian may support students also online. For example: students may contact to library by email and all needed materials they can receive also by e-mail at home. This method was very popular during pandemic period. However, space and resources (computers, tables, printers, books etc.) are sufficient for maximum 30 student simultaneously.

The library has been using the electronic catalog "Openbiblio" since 2016. It is an integrated library system and gives the ability to provide library services electronically. It also registers readers, books and resources. Shota Rustaveli National Science Foundation supported TUM to develop electronic science databases. An agreement was signed with Elsevier B.V. and Teaching University Millennium has the right to use ScienceDirect®onlain, full versions of scientific articles; Citation of Scopus®onlain scientific papers.

Renewal of literature is available and regulated by Library Regulations. Academic staff may request new materials, which they need for educational programmes. During the site visit interviews there were examples of Library renewal initiated by Business faculty. However, there were not sufficient books in Library for all programmes including MD and Dentistry programmes. Literature was available only in electronic format or copy versions of different books just on site. It means, that student can't access reading material from home or other places except TUM Tbilisi campus

Experts requested to meet the Library Director additionally to prove an accessibility of electronic publications. However, Library Director did not manage to open any requested publication. There is not sufficient Library space in Batumi branch campus. There are no books or other necessary equipment as well.

The institution has an electronic catalogue of library resources.

The budget allocated for library operations and its development is 20000 lari that is not enough to equip libraries of both campuses – Tbilisi and Batumi.

**Evidences/indicators**

- Library regulations
- Self-Evaluation Report Appendix N9
- Contract with Consortium of Georgian Libraries Integrated Information Network
- Interviews during site visit
- Monitoring during site visit
- Statistics about use of Library materials (2019-2020 January)



**Recommendations:**

- 7.2.1. Increase number of hard copies reading literature for MD and Dentistry programmes.
- 7.2.2. Increase access on library's electronic databases outside the University campus, to ensure students and academic staff may use it from home.
- 7.2.3. Offer trainings for academic staff to increase the usage of library resources.
- 7.2.4. Develop the monitoring system about use of studying materials per quarter, for better development of library materials.
- 7.2.5. It is recommended that TUM provides adequate access to e-library materials (digital book chapters, journals etc.) relevant to all programmes being delivered.
- 7.2.6. Ensure that books or other necessary equipment are provided in Batumi branch to deliver educational programmes indicated in the SER.
- 7.2.7. Increase the budget allocated for library operations and its development in order to ensure that educational programs are running in both Tbilisi and Batumi campuses.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

- 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**

University has IT service supported by IT unit. There are 24 h/7 days a week internet service and free Wi-Fi in all buildings. However, access to the Wi-Fi is not stable and proper working. During the visit it was difficult to use free internet, Wi-Fi coverage was very low in Tbilisi branch campus. In Tbilisi it was working with frequent technical problems. This caused major disturbances when communicating with some of the HEI representatives online on the sessions despite the fact that online participation of some representatives was requested by the TUM itself. Two IT personnel supports the service – one in Tbilisi and one in Batumi.

As mentioned earlier academic and Invited staff communicate with students through private emails as there is no established institutional email accounts within TUM. This is not a secure method of communication and so is not appropriate.

Based on documentation provided by university, there are 120 computers, 10 multimedia projectors and 15 big screen TV monitors. This number of technical equipment is not sufficient for 1450 students for both Tbilisi and Batumi campuses.

There is electronic portal for students and academic staff for evaluation and support of study process. However, this portal is available only in Georgian. Therefore, this electronic platform is not prepared for foreign students to use. It was implemented during last year period.

The teaching university has a webpage but it is working with technical problems. In most cases the TUM webpage is inaccessible that makes it difficult to judge if according to the standard, in both languages following documentation is published: mission of HEI, its activities, structure, catalogue of educational programmes, programmes and enrolment criteria, expected learning outcomes and qualifications to be granted, procedures for teaching-learning and assessment, administrative/academic/scientific staff, library electronic catalogue, regulation documents, strategic development plans, annual reports, financial reports, ongoing and implemented research (results), basic statistics, accessible services, employment opportunities, etc.

**Evidences/indicators**

- TUM website <https://millennium.edu.ge/en/home-page/>
- Contract about IT service
- Self-Evaluation Report Appendix about Information Technology Management
- Interviews during site visit
- Monitoring during site visit

**Recommendations:**

- 7.3.1. Increase the number of the computers for students and academic staff.
- 7.3.2. Update electronic portal in English and Russian languages for foreign students.
- 7.3.3. Increase the Wi-Fi coverage and quality of internet.
- 7.3.4. Create a secure email account system using TUM specific email addresses.
- 7.3.5. Develop university web page technical support to ensure that it is regulary working and relevant updated information is provided.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

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

**7.4 Financial Resources**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

University budget provides financial resource allocation. It covers administrative and technical costs. Income of financial resources is only formed by students' study fees. Financial resources described in the budget cannot be considered as sustainable and economically achievable as the TUM has a great number of students with suspended status and mostly depends on

international and mobility students' enrollment. As above described, the institution has much to develop and change. For this perspective, funds available to HEI do not seem adequate and sufficient to effectively perform activities described in the strategic and action plans. HEI needs considerable financial resources for sustainable and further development of teaching and research activities, enhancement of human resources and infrastructure. The TUM needs the relevant financial resources required for functioning and constant development of material and information resources, the library, especially for Batumi branch that needs more funding.

Costs for research activates or for academic staff support are specified but there are no clear and measurable criteria of funding different scientific projects. It should be mentioned that during panel site visit and interviews, staff showed minor information about funding.

Funding dynamics or cost-effectiveness ratio is general and does not specify how to ensure sustainable curriculum development, conducting research and the Library functional-development. The TUM provided the financial audit document prepared by the audit company LLC "M Audit" on 27.04.2022 with positive assessment of financial condition. However, the TUM does not have a transparent accountability, financial management and control system provided to achieve the institution's goals.

**Evidences/indicators**

- Self-Evaluation Report
- Strategic Development Plan 2020–2026
- Strategic Development Plan 2022–2028 (8.12.2021)
- 2022 TUM Financial Plan
- Financial audit document prepared by the audit company LLC "M Audit" on 27.04.2022
- Interviews during site visit
- Monitoring during site visit

**Recommendations:**

7.4.1. More funding should be allocated in order to effectively perform activities described in the strategic and action plans.

7.4.2. More financial resources are needed for sustainable and further development of teaching and research activities, enhancement of human resources and infrastructure.

7.4.3. Relevant financial resources are required for functioning and constant development of material and information resources, the library, especially for Batumi branch.

7.4.4. Conduct two different Authorized Audit assessments drawn by the firm with relevant financial statements.

7.4.5. Ensure that transparent accountability, financial management and control system is provided to achieve the institution's goals.

**Suggestions:**

None

**Best Practices (if applicable):**

None

**Evaluation**

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

Does not comply with requirements