განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Higher Education Programme Name: Medicine

HEI's Name: Ilia State University

Date(s) of Evaluation: May 1-2, 2019

Report Submission Date: June 13, 2019

Tbilisi
2019

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	ILIA STATE UNIVERSITY Legal Entity of Public Law
HEI's Identification Code	204861970
Type of Institution	State University

Higher Education Programme Information Profile

Name of the Programme	Medicine
Level of Education	One-cycle
Qualification Granted Indicating Qualification Code	Medical Doctor 090101
Language of Instruction	English
Number of Credits	360 ECTS
Programme Status (Authorized/ Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Mihály Boros University of Szeged, Hungary
Member (Name, Surname, University/organization/Country)	Ia Pantsulaia, Tbilisi State Medical University, Georgia
Member (Name, Surname, University/organization/Country)	Maia Zarnadze, Petre Shotadze Tbilisi Medical Academy, Georgia
Member (Name, Surname, University/organization/Country)	Nika Gvazava, PhD Student, International Federation of Medical Student's Associations
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Accreditation Report Executive Summary

- **General information on the education programme**

This summary of the undergraduate education programme entitled 'Medicine' of the Ilia State University, Tbilisi, Georgia (Institution, thereafter) was written by the Expert Panel appointed by the National Center for Educational Quality Enhancement (NCEQE) of Georgia. The peer-review-based evaluation of the Institution was performed on the basis of (**1**) the Self-Evaluation-Report (SER), (**2**) supporting documentation and (**3**) a site visit to the Institution.

Ad 1. The SER was constructed according to the NCEQE standards, and contained sufficient amount of data to judge the basic quality of the education programme. Information was gathered from additional documentation as well, which was provided by the Institution. These sets of documents included a curriculum plan presenting the subjects of study in a chronological order, an inventory of core and elective courses and the amount of ECTS points for each subject. For the subjects syllabi, the amount of lectures and practicals was given, information on tutors, instructors, their qualifications/experiences (CVs) were presented as well. The available data were evaluated by the members of the Expert Panel before the site-visit, according to Accreditation Standards.
Ad 2. The analysis of the documentation was extended further with additional data ("Authorization Report" dated June 2018 and provided by the NCEQE) during the day of the site visit to the Institution. Besides, the Expert Panel had possibility for comparison, too, i.e. to evaluate the extent to which a previously formulated Expert Proposal (dated November, 2018) and its recommendations (as listed on page 39 of SER) have been taken into account by the Institution.
Ad 3. During the site-visit organized by NCEQE it was found that the datasets contained sufficient and valid information to judge the quality of the programme, the course content, delivery and assessment.

The undergraduate 'Medicine' programme of the Institution is planned to be launched in English language by the Faculty of Natural Sciences and Medicine (formerly Faculty of Natural Sciences and Engineering) of the Institution According to the descriptive statistics (in SER) the number of full time teachers (academic staff) of the Faculty is currently 39, there are 42 external associates (invited staff members), and the number of administrative staff is 7. The number of first applicants/students is set to 50 (SER data). It should be underlined that the program has not been started thus student or other (alumni, employer) feedbacks are not available yet.

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

During the time of the site-visit the Expert Panel was provided guidance by the NCEQE and held organized meetings with the representatives of the following groups of stakeholders:

- The Administrative leadership of the Institution, the Rector and the Dean of the Faculty of Natural Sciences and Medicine,
- The Working Group that compiled the SER, including representatives of the Quality Assurance (QA) Office and members of the Office of Foreign Relations of the Institution,
- The Head of the Study Programme,
- The representatives of the Academic Staff,
- The representatives of the Invited Staff,
- The representatives of Students, i.e. a set of postgraduate (Ph.D.) students and alumni of the Faculty of Natural Sciences and Engineering,
- The representatives of Employers.

On May 1. 2019, the Expert Panel had a short tour to visit the selected clinical teaching facilities of the Institution (the Medical Center "Innova" and the Simulation Center of MediClub Georgia), while on May 2. 2019, the research facilities, laboratories, lecture rooms, the Library, the Simulation Center of the Institution and other parts of the building for the future Medicine programme were visited. Meanwhile we had brief question and answer sessions with the staff members who were present. Finally, a last meeting was organized with University representatives to present the results of the analysis and a brief summary of the key findings. It must be noticed that all discussions, meetings and visits took place in a very constructive and supportive environment.

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

The Institution's Medicine programme was evaluated according to the Standards for Higher Education Programmes (as provided by the NCEQE). The external peer-review evaluated point-by point the undergraduate curriculum from this perspective; the educational and training processes employed; the educational methods, facilities, resources and techniques; the evaluation process and criteria of the end product of education and training. The experts of the Panel expressed a common view that the Faculty of Natural Sciences and Medicine demonstrates a strong foundation for preclinical studies and basic medical research, and provides a stable background for the start of clinical courses with the possibility of a dynamically evolving evolutionary pathway. There is also evidence that the enrolled students can acquire high levels of professionalism and problem-solving skills during the first years of studies, upon which clinical training and further medical practice can be built. With respect to current status, the Expert Panel identified many further strengths of the Institution, as follows:

- strong and committed leadership with clear vision;
- supportive and well-trained administration;
- enthusiastic and high-quality academic and invited staff;
- interested, good quality clinical staff;
- commitment of staff members as a whole to teaching;
- very good infrastructure for basic medical sciences and preclinical courses;
- the programme can be built upon an existing, authorized education system within a University with international recognition.

There are some items, however, where the programme or its components are not fully complying with the requirements, as presented below. Nevertheless, the Expert Panel is fully convinced that the Institution has the capacity to improve these shortfalls in the near future.

- **Summary of Recommendations**

1. The Faculty should define adequately the specific end-learning outcomes regarding communication knowledge, skills and appropriate attitudes and behaviours in the clinical subjects. Communication with different age group of patients and their relatives is needed and also the consideration of cultural, ethnic, religious specificities is necessary. The adoption of this framework will inform the enrolled students about what is expected of them - thus the definition of the set of communication skills that the students must master at pre-defined time points and by the end of the study programme is necessary.
2. More emphasis should be put on Georgian language studies and communication skills in Georgian language.
3. An increase in the number of clinical staff, especially those who are involved in clinical bedside teaching will be necessary. This increase should be performed with the consideration of

maximum workload regulations and the planned number of students' contingent in the upcoming years. In this line, the regulation of workload minimum, the academic qualifications, the competences regarding the courses should also be defined and specified for each of the categories of the clinical teaching staff.

4. Separately, the rules for nomination, qualifications for being a clinical mentor should be specified.
5. The Institution should define the required number of affiliated Heads (Professors with relevant agreement) within the first 6 years of the educational programme.
6. The preclinical simulation practice is acceptable but in clinical subjects the access of students to real clinical cases should be provided, and the time allotted for practical bedside teaching should be explicitly defined.
7. Overlaps and redundancies between individual courses or subjects should be carefully checked and amended, if necessary.
8. Practical clinical training and supervision should be carried out by a person appropriately skilled and competent in the techniques, have sufficient seniority and able to impart skills and knowledge to others. Such status should be documented in personal records.
9. The revenues and expenditure of the programme and the integration of the medical education as a whole into the fiscal life of the Institution and the Faculty should be transparent. The rules of redistribution of the budget and the rules or Faculty decisions on internal allocation between educational units should be regulated.

Summary of Suggestions

1. Students of 'Medicine' programme should have meaningful representation in Institutional governance and new Faculty bodies; active support of foreign student's associations (participation in student's self-governance) is suggested. The stakeholders need to be informed about the rules and regulations of the student's self-government of the Institution with respect to the new group of students.
2. The representation of 'Medicine' programme in the decision-making bodies of the Institution should be regulated and the new organization scheme of the HEI (i.e. organogram) including the newly-established parts of the Faculty of Natural Sciences and Medicine should be presented at the website.
3. The individually-developed technical and procedural skills of the students and their access to bedside clinical practice should be strengthened and guaranteed.
4. The connection between study courses and programme's learning outcomes (which are well-defined in the Learning outcomes and Benchmarks documents) can be better described in the syllabi; for a more transparent and accurate assessment of the learning outcomes it is advised to specify the assessment components and criteria - especially in the syllabi of clinical courses.
5. The clinical work includes the development of clinical skills in simulated or/and clinical environment. Simulation and the students' access to simulation technologies follow good practice but the aim should not be to rely overly on these in vitro methods. If possible, the relative weight of clinical teaching should be increased.
6. There will be a need for a better connection of the research units of the Faculty with other teaching and health care units, strengthening the links to the clinical practice.
7. It is suggested to increase the involvement/number of clinical staff members in clinical research.
8. It is suggested to define a Science Development strategy for the Faculty of Natural Sciences and Medicine, in addition to the teaching strategy. Schemes could be planned and then implemented

for recognition of research and teaching excellence, for example through the redistribution of teaching or administrative responsibilities.

9. Development strategy for the Institute's own Skills Center is suggested.
10. Department Heads may provide annual reports that are discussed in the Faculty's Council.

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

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

  N/A

It should be added that the recommendations formulated by NCEQE experts in a previous evaluation (conducted in 2018) were strictly followed. This demonstrates that the Institution is fully aware of the importance of such external evaluations. The Expert Panel notes that despite the possibility for modifications, continuous, gradual change of the curricular structures, teaching and assessing are necessary, this is preferred over drastic reforms that could compromise the Faculty's functioning.

Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

Descriptive summary and analysis of compliance with standard requirements

1. The Institution has defined its mission exactly and clearly; the goal of the new 'Medicine' programme is to provide deep, practice-based knowledge preparing a future medical student with all the skills which are necessary to take part in the health care in public and private sectors. It is focused not only to knowledge, but also to the development of well-defined competences needed for the clinical practice and professional life-long skills development.

2. The programme as a whole is aligned with the European Credit Transfer and Accumulation System (ECTS), and corresponds with Georgian and international standards: it is not only knowledge- but competence-based. The objectives are realistic and achievable, illustrate clearly the contribution to the development of the field and the society, both at local and international levels and take thelocal labour market demands into consideration. The focus on the labour market is strengthened by the fact that the academic staff involved in the program has its own practical experience, knows the current tendencies and challenges of the field. In addition, feedback from professional organizations was also considered during the development - in brief, the objectives are fully shared by everyone involved in the initiation of the programme.

3. The goals of the programme are correctly described but the vision of the Institution could have been better expressed. In particular, the differences between sister institutions should have been emphasized, why the Institution would be a better choice for a future student than those which are already working on parallel fields; which specifics (e.g. 'Basic Science' or 'Clinical Studies') they would focus on in the future, and in what priorities or focus areas (e.g. 'Molecular Biology' or 'Cardiology', etc.) do they imagine the development.

4. The website is user-friendly and facilitates the information sharing on several mobility-based projects (e.g. Erasmus), the Institution's history, vision and mission, and many other important details of the study programmes as well. It is suggested that this good practice should be followed in case of 'Medicine' too.

5. The components of programme are in harmony with the mission statement of the Institution and follow a logical sequence, but the practice-based aspects, the practical parts of clinical subjects and more directly, the individually-developed technical and procedural skills of the students and their access to bedside clinical practice should be strengthened and guaranteed.

6. Given that the language of instruction is English, and according to the plans the vast majority of students (90%) will be foreign citizens, special training courses (together with Georgian language courses) for medical communication and related fields (such as principles of ethics, history taking or communication in family medicine) in Georgian language is suggested, perhaps with the help of

simulated patients which could also ensure that students understand those principles of social responsibility and ethical values that play crucial role in contemporary medical practice.
7. The representation of 'Medicine' programme in the decision-making bodies of the Institution (Senate) should be regulated and the new organization scheme of the HEI (i.e. organogram) including the newly-established parts of the Faculty of Natural Sciences and Medicine and their organization connections to the previous Faculty of Natural Sciences and Engineering should be presented at the website.
8. The stakeholders need to be informed about the rules and regulations of the student's self-government of the Institution with respect to the new group of students.

Evidences/indicators

- Mission of Ilia State University - https://iliauni.edu.ge/ge/iliauni/misia-2;
- Strategic plan of faculty of natural sciences and medicine;
- One-cycle educational program of Medicine;
- Memorandums concluded with employers
- The analysis of the labor market and perspectives of cooperation with the university (2018);
- Unified Trade Union of Medicine, Pharmaceuticals and Social Protection labor market analysis of 2017;
- Research of labor market requirement component of 2015, the Ministry of Labor, Health, and Social Affairs of Georgia;
- Analysis of the external evaluation made by Georgian and foreign consultants;
- The order N 3632-03 05/12/2018 on establishing the advisory board of educational programs of medical direction;
- Self-Evaluation Report (SER);
- Interview results with the Head of Programme, the Academic and Invited staff, Dean, Rector and Employers.

Recommendations:

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Suggestions for programme development:

Students should have meaningful representation in institutional governance and new Faculty bodies. The stakeholders need to be informed about the rules and regulations of the student's self-government of the Institution with respect to the new group of students.
The representation of 'Medicine' programme in the decision-making bodies of the Institution (Senate) should be regulated and the new organization scheme of the HEI (i.e. organogram) including the newly-established parts of the Faculty of Natural Sciences and Medicine and their organization connections to the previous Faculty of Natural Sciences and Engineering should be presented at the website.
The practice-based aspects, the practical parts of clinical subjects and more directly, the individually-developed technical and procedural skills of the students and their access to bedside clinical practice should be strengthened and guaranteed.

Best Practices (if applicable):

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

N/A

Evaluation

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

1.2. Programme Learning Outcomes

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

Descriptive summary and analysis of compliance with standard requirements

The curriculum is organized into horizontal and longitudinal directions and in addition it has spiral features, too. This structure makes the analysis somewhat difficult, nevertheless, in general terms the learning outcomes (LOs) are clearly and logically distributed and comply with the goal of the programme. The LOs are basically complying with the requirements, well-defined by the Faculty at the micro level (per lecture/practical work) and largely correspond to the LOs of comparable higher education institutions. However, it is important to note that the programme is new and there are no performance data, indicators or feedbacks from alumni/graduates at this moment.

1. The syllabi of compulsory and elective courses give clear information on the programmes, the compilation of the courses, and the number of ECTS/credit hours allocated per course. The programme LOs describe the minimum competences required for graduation.
2. The Institution utilizes several methods for measuring LOs. The curriculum mapping provided ample information regarding the links of study courses with the outcomes, and additional measurement plans and benchmarks of these outcomes within particular courses were demonstrated to the Expert Panel. The LOs are clear and achievable, measurable and realistic and based on the sector benchmarks developed by the NQF.
3. All relevant stakeholders (i.e. academic and administrative staff and students of related fields) participated in the development of the programme and consequently in the development of LOs too. The focus group study conducted with the employers, the opinions of the advisory board and feedbacks from international experts were also used.
4. The LOs are assessed consistently and transparently on a regular basis and the assessment system takes the peculiarities of the field into consideration. It utilizes relevant evaluation forms, both direct and indirect methods of assessment are employed.
5. The connection between LOs and different courses is well described, and also the appropriate level for the LOs (I-introduction, P-practice or M-master), but these connections are less visible in the syllabi.
6. There is a well-defined benchmark set for each LOs, the achievement of which is evaluated by the activities implemented in the teaching components of the programme and by the evaluation of evidences confirming the implementation of the activities. While determining the benchmarks of the programme LOs, the Institution has used ECTS as guidelines, considered the grade conversion logic of European countries and the results of consultations with international experts. Besides, the

Institution has well-established plan how to monitor the 'Medicine' programme's LO assessment results and how to compare these to the benchmarks. During the site-visit and interviews the Expert Panel ascertained that the academic and invited staff members are all familiar with LO assessment methods.

7. However, in spite of this compliance, the Faculty does not show adequately specific end-learning outcomes regarding communication knowledge, skills and attitudes or behaviours that can superintend decisions regarding the assessment system or modifications of the curriculum. Communication with different age group patients and their relatives is needed in several cases but as of today, the LOs of communication skills are too broad and not specific enough for the Faculty's study programme.

8. The Institution has a plan how the 'Medicine' programme's LO assessment results will be utilized for the improvement of the programme, which means, that if necessary, programme content and LOs or the assessment system will be modified. Here the Expert Panel notes that despite the possibility for such modifications, continuous, gradual change of the curricular structures, teaching and assessing are necessary, this is preferred over drastic reforms that could compromise the Faculty's functioning.

Evidences/indicators

- Assessment Criteria for Educational Program of Ilia State University;
- Regulation on the evaluation of implementing educational programs of Ilia State University;
- Concept of monitoring and evaluation of clinical learning of MD Educational program
- Medical portfolio of a student
- Meeting protocols
- Reviews of international experts
- Employer demand analysis
- The guideline of the European Credit Transfer and Accumulation System
- Feedback from separate members of an advisory board
- Electronic system "Argus" ensuring the environment of making a choice
- Ilia State University web-page
- Self-Evaluation Report (SER)
- Interview results with the Head of Programme, Academic and Invited staff, Dean, Rector and Employers

Recommendations:

The Faculty should define adequately the specific end-learning outcomes regarding communication knowledge, skills and appropriate attitudes and behaviours. Communication with different age group of patients and their relatives is needed, and also the consideration of cultural, ethnic, religious specificities is necessary in the clinical subjects. The adoption of this framework will inform the students about what is expected of them - thus the definition of the set of communication skills that the students must master at pre-defined time points and by the end of the study programme is necessary.

Suggestions for programme development:

The connection between study courses and programme's learning outcomes (which are well-defined in the Learning outcomes and Benchmarks documents) can be better described in the syllabi; for a more transparent and accurate assessment of the learning outcomes it is advised to specify the assessment components and criteria especially in the syllabi of clinical courses.

Best Practices (if applicable):

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

N/A

Evaluation
☐ Complies with requirements **x** Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

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

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

2.1. Programme Admission Preconditions
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements It is important to note, again, that the programme is new, thus student's feedbacks are not available. However, according to the explicit statement of the HEI, the admission criteria will be properly announced on the Faculty's website and in relevant sites and brochures. These criteria are fair, transparent and synchronized with state regulations. 1. The yearly enrolment quotas are planned by the Institution with regard to the Faculty teaching capacity. The programme calculates with 50 admissions (this count does not include drop-outs) and basically the same number is expected in the next upcoming year. 2. The admission of the students (with approx. 90% foreigner nationalities) is based on secondary school certificates, national exams (in case of Georgian students only). A person without passing the unified national examinations shall take the university test in chemistry or biology and confirm the knowledge of English language. The level of English language of the applicants must minimum B2 level, according to Common European Framework of Reference for Languages. Those applicants, whose native language is English or who have graduated from English language school/university in those countries, where official language is English shall be exempt from English language examination.

3. For applicants without passing the unified national examinations, there is a regulation regarding the HEI's assessment methods of knowledge in biology and chemistry, and to determine the satisfactory level in these subjects (pass/fail criteria) as a precondition for admission.
The actual number of student/study years is depending on human and other (infrastructure) teaching resources. As an early warning, the number of students who can be enrolled in the studies, should always be planned well in advance with the involvement of the Faculty Council into the decision. In the current context of the workload of the Faculty's staff, especially, but not limited to, the clinical teachers, together with the need to hire new teaching staff members, an increased number of student admissions carries a significant risk for reducing the quality of education.

Evidences/indicators

- Website
- Programme admission preconditions (criteria and procedures)
- Interview results with Quality Assurance Committee, academic staff, administration, students
- Self-Evaluation Report (SER)

Recommendations:

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Suggestions for programme development:

Best Practices (if applicable):

-

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

N/A

Evaluation

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

Descriptive summary and analysis of compliance with standard requirements

The programme consists of two main parts: **1.** Basic Medical Teaching (I-III, i.e. pre-clinic level, which covers life sciences and disciplines studying the organism systems, and meanwhile, students are developing professionalism, communication, clinical and scientific skills; and **2.** Early Clinical Activity - a stage, which focuses on in depth development of clinical competences and skills (IV-VI

years). This stage covers clinical work practice as well and accompanied by the in depth teaching of basic disciplines and main values of medicine, development of communication and scientific skills. At the pre-clinic stage, horizontal integration elements are also used together with the vertical integration. The curriculum is organized into compulsory and elective subjects (modules), through which the final and highest level of learning objectives are met through hands-on practice applying gained knowledge, skills and values independent of discipline-specific understanding. The organization as a whole is clear and justified.

1. The final version of the programme was reviewed by the Faculty Council of Natural Sciences and Medicine, but the depth of involvement of clinical subject coordinators in planning is less clear or not accentuated.

2. The programme introduces the development of clinical skills from early stage of the teaching, which intensifies in later years. Students will acquire clinical/practical skills in external (Medi Club Georgia) and university-based Simulation Centers and the Institution has established contracts with several hospitals with sufficient number of beds, which in theory could provide the necessary personal and technical background for small group practicals for clinical course providers. How efficiently students will undergo clinical training with patients is still unclear, due to the fact that the programme is new and does not have enrolled or graduated stage students. By definition, alumni or employer feedbacks are not available.

3. The language of instruction is English; and the vast majority (90%) of students will not speak fluent Georgian. This feature can be an obstacle that may cause communication difficulties with patients and relatives.

Evidences/indicators

- Charters on planning, designing and developing the educational programme as shown in SER;
- Educational programme in SER;
- Syllabi;
- Curriculum map;
- Website;
- Interview results with academic staff, administration, students

Recommendations:

More emphasis should be put on Georgian language studies and communication skills in Georgian language.
An increase in the number of clinical staff, especially those who are involved in appropriate clinical courses and bedside teaching will be necessary. This increase should be performed with the consideration of maximum workload regulations and the planned number of students' contingent per years.
In case of invited staff, their competence regarding the courses should be defined and specified.
The Institution should define the required number of affiliated Heads (Professors with relevant agreement) within the first 6 years of the educational programme.

Suggestions for programme development:

Best Practices (if applicable):

-

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

N/A

Evaluation

☐ Complies with requirements

x Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3 Course

➢ Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;

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

Descriptive summary and analysis of compliance with standard requirements

This programme has vertical and horizontal integration of subjects, and it has spiral features, too. The clinical cases presented within the PBL seminars are built on the essential knowledge of the curriculum of the ongoing semester (but the identification of what is essential knowledge should be more strengthened).

The syllabi of the courses reflect the majority of necessary knowledge but the clinical skills and their associated communication and ethical issues are described rather cursorily. Nevertheless, the teaching material listed in the syllabi is up-to-date and largely ensure the achievement of intended learning outcomes.

1. The program is considered completed when a student accumulates no less than 360 ECTS credits. The number of credits correspond to program outcomes and national standards, but according to SER data (p15) the final sum of contact hours (4495) and independent work hours (4495) is 10 hrs less than the 9000 hrs allocated for 360 ECTS. This deviance should be amended.
2. The clinical work (with 1314 hrs) includes the development of clinical skills in simulated or/and clinical environment. Of these, 13 ECTS (=325 hrs) are allocated for the development of Clinical skills at the simulation centers. This means that 1314-325 =989 hrs will be used for clinical courses with bedside teaching. Simulation and the students' access to simulation technologies follow good practice but the aim should not be to rely overly on these in vitro methods.
3. Besides, for the development of Scientific skills a total of 22 ECTS (with 550 hrs) are used. If possible, this approx. 1:2 ratio should be corrected, too by increasing the relative weight of clinical teaching.
4. One of the main direction of the programme is Family Medicine, and mentorship is planned to be implemented in the last semesters which follows good practice. However, more details on the rules for nomination, qualification for being a mentor should be provided.
5. Students will learn Basic Life Support (BLS) at the beginning of the 4th semester, while Advanced Cardiovascular Life Support and Pediatric Advanced Life Support (ACLS/PALS) in the 8th semester. This is good practice, but an earlier start for BLS course is suggested (this gives students opportunity to develop main clinical and communication skills at the early stage of education).
6. The program also provides access for students to the general university teaching courses (i.e. business managements) – here the purpose and the amounts of ECTS given should be clarified.

7. Besides, there seems to be overlaps and redundancies between individual courses or subjects; these should be carefully checked, and amended, if necessary. Some examples are given below (i.e. wounds, transfusion and resuscitation courses):

- Wound healing is covered in Clinical skills II and Surgery as well;
- In Surgery by the end of semester V, a student will be able to carry out infiltrative anesthesia and skin sutures in practice, while in Semester IX (Anesthesiology) local anesthesia and BLS + pain management (which will be independent subject later) will be taught; anesthesia in obstetrics is repeated in Obstetrics;
- Blood transfusion in covered in Surgery and Clinical skills III as well but it can be independent practical subject or a sub-chapter of hematology, as it is in many other countries (etc).

8. The planned number of students per group seems to be adequate. A good student-tutor ratio should be kept up in all the teaching modalities and especially in clinical training (small groups will allow for more personalised teaching).

9. A special remark is necessary again regarding the use of Georgian language. It is understood that Family Medicine is a strategic part of the programme. The majority of students will not speak Georgian, which may cause communication difficulties with patients and family members. In this line, medical ethics, the teaching of patient privacy and autonomy, should always be reinforced through role-modelling behaviour during the clinical practice.

Evidences/indicators

- Educational programme (in SER)
- Syllabi
- Curriculum map
- Interview results

Recommendations:

Rules for nomination, qualification for being a clinical mentor should be specified.

The preclinical simulation practice is acceptable but in clinical subjects the access of students to real clinical cases should be provided and the time allotted for practical bedside teaching should be defined.

Overlaps and redundancies between individual courses or subjects should be carefully checked and amended, if necessary.

Suggestions for programme development:

The clinical work includes the development of clinical skills in simulated or/and clinical environment. Simulation and the students' access to simulation technologies follow good practice but the aim should not be to rely overly on these in vitro methods. If possible, the relative weight of clinical teaching should be increased.

Best Practices (if applicable):

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

N/A

Evaluation

☐ Complies with requirements

x Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.4 The Development of practical, scientific/research/creative/performanceand transferable skills

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

Descriptive summary and analysis of compliance with standard requirements

The curriculum from its very first days is based on practical and transferable skills and the development of research skills is also declared objective of the Institution. Problem-based learning is perfectly inserted into the Faculty's study programme. Introduction of all these strategies into a pre-clinical context surely fosters a student-centered learning process and strengthens their acquisition of knowledge and skills. The Faculty has a well-recognized cluster of research excellence, but as of today these subjects are not connected enough to medicine and there will be a need for a better connection with other teaching and health care units, strengthening the links to the clinical practice. Nevertheless, students will surely have many opportunities to participate in extracurricular research activities.

1. The current background of Skills Centers (external and internal) is adequate enough, but as concerns the Institution's own Center, this could be developed further, e.g. for training medical communication, history taking and physical examination in simulated patients (in Georgian language).

2. Today the training courses on resuscitation/first aid are integrated in the teaching courses of clinical skills as a mandatory module and run by the training center of Medi Club Georgia. Upon completion of these courses, the students will receive American Heart Association certificate, which is good practice as of today. Nevertheless, it is suggested that students should learn Basic Life Support and other elements of training according to European Resuscitation Council (ERC) guidelines as well (see https://www.erc.edu/about) in the Institution's own Center in the longer run. Here procedural skills can be individually assessed at standardized frequency: competence and the need for re-training can also be re-assessed at appropriate time intervals.

Evidences/indicators

- Educational programme (in SER)
- Syllabi
- Curriculum map
- Interview results

Recommendations:

Suggestions for programme development:

There will be a need for a better connection of the research units of the Faculty with other teaching and health care units, strengthening the links to the clinical practice.
Increase the number of employees from the clinical environment in clinical research
It is suggested to define a Science Development strategy for the new Faculty, in addition to teaching strategy.
Schemes could be implemented for recognition of research and teaching excellence, for example through the redistribution of teaching or administrative responsibilities.
Development strategy of the Institute's own Skills Center is suggested.

Best Practices (if applicable):

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

N/A

Evaluation

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.5 Teaching and learning methods

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

Descriptive summary and analysis of compliance with standard requirements

It is important to note, again, that the programme is new, thus student's feedbacks are not available. Nevertheless, this criterion seems to be fully implemented. The professional content and structure of the training, the teaching and learning support methods used are up-to-date, meet the professional and scientific requirements and are suitable for achieving the learning outcomes. The intensity of communication between supervisors and students seems to be appropriate. The Expert Panel agreed that a good student-tutor ratio will be achieved, the student number/group will be adequate, and different, well-established and innovative teaching and assessment methods will be implemented; namely PBL, OSCEs, practical activities in the Simulation Centers, and the extended use of research laboratories. All this clearly indicates the Institution's commitment to employ best practices. In brief, the planned training process is suitable for the enrolled students to obtain the required results.

Evidences/indicators

- Educational programme (in SER)
- Syllabi
- Interview results

Recommendations:

-

Suggestions for programme development:

-

Best Practices (if applicable):

-

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

N/A

Evaluation

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.6. Student Evaluation

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

Descriptive summary and analysis of compliance with standard requirements

The assessment methods and practices are compatible with educational objectives and promote learning, thus the basic standard is met, but the reliability and validity of the assessment modalities will be addressed after the start of the programme. Nevertheless, the evaluation is multi-component and can provide the evaluation of goals and learning outcomes of every course, and there is evidence that the evaluation is based on measurable criteria and components. Specifically, the programme uses a portfolio, Objective Structured Clinical Examinations (OSCEs), mini-clinical evaluation exercise (Mini-Cex), Direct Observation of Procedural Skills (DOPS), presentation of thesis, etc. These methods of evaluation are in compliance with the teaching methods and ensure not only the measurement of knowledge and competencies, but can also provide a feedback to the lecturer and the student as well. Also, students will have real possibility to appeal, if necessary.

Evaluation methods and criteria within the courses is known in advance to the students by means of the use of an electronic system (called "Argus"). Here it should be added that a module of systematic professional development of teaching staff is also implemented by the Institution which is regarded as best practice (programs called "Academic integrity for quality teaching and learning in the Georgian higher educational institutions"; "Assessment mechanisms to establish a novel learning environment in higher education institutions" and "Change in Classroom: Encourage innovative teaching and learning to improve students' learning experience in the Eastern Partnership countries"). These initiatives can advance the knowledge of academic staff in modern pedagogical/evaluation methodologies further.

Evidences/indicators

- Educational programme (in SER)

• Syllabi • Interview results
Recommendations:
Suggestions for programme development:
Best Practices (if applicable): -
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation **x** Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

3. Student achievements and individual work with them

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

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

Descriptive summary and analysis of compliance with standard requirements

The Institution has its Student Affairs Department, which is dedicated to student employment and their career development and also supports the involvement of students in the university and countrywide projects and activities and by electronic means (e-mail or "Argus") provides information on various international projects, exchange programs and events. The Foreign Relations Department supervises international exchange programs, ensures international mobility and offers other, miscellaneous support services.

Students have opportunity to regular consultations during any stage of the education; they can get consultations regarding the program and administrative issues with the QA specialist of the Faculty or with the program head during the whole course of the semesters.

Evidences/indicators

- Website
- Interview results with students and academic staff
- SER

Recommendations:

Suggestions for programme development:

-

Best Practices (if applicable):

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

N/A

Evaluation

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

N/A

Evidences/indicators

N/A

Recommendations:

Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation ☐ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

4. Providing teaching resources

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

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

Descriptive summary and analysis of compliance with standard requirements

In case of preclinical studies no shortcomings were identified in this item (HR). Actually, the Expert Panel was impressed by the personal quality of tutors. The head of the programme is very experienced and known expert in the field.

1. Qualification of personnel is corresponding to the programme, the current workload is adequate, the ratio of tutors to students is acceptable for the first year of the programme. Here it should be emphasized, again, the need to support teaching and scientific activity and evaluation based on both educational and scientific quality.
2. Previously, Faculty members participating in teaching were evaluated by their students in a system that was working well. However, currently there is no evidence for the future performance of clinical teachers which points for the need of a qualitative and quantitative evaluation of clinical teaching, for example using a peer-review system.

Evidences/indicators

- Website
- Interview results with students and academic staff
- SER

Recommendations:

Practical clinical training and supervision should be carried out by a person appropriately skilled and competent in the techniques, have sufficient seniority and able to impart skills and knowledge to others. Such status should be documented in personal records. The regulation of workload minimum and academic qualifications for each of the categories of the clinical teaching staff is also necessary.

Suggestions for programme development:

Best Practices (if applicable):

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

N/A

Evaluation

☐ Complies with requirements

x Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.2 Professional development of academic, scientific and invited staff

➢ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;

➢ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Descriptive summary and analysis of compliance with standard requirements

The academic staff is systematically and permanently evaluated by the administration, by means of student questionaries' and also peer assessment. The evaluation includes the teaching and research work as well. Besides, the University promotes the professional development of staff by providing the material and financial resources. For example, during the medical education program development, the Institution became a member of the European Medical Education Association (AMEE) and the Program Manager was trained by AMEE. He also received the certificate in "Required Skills in Medical Education". Of note, the program co-supervisor is International Expert of Medical Education and directly participates in the training and assessment methods of the program academic personnel and the management of clinical education processes.

Ilia State University collaborates with Petre Shotadze Tbilisi Medical Academy and David Tvildiani Medical University. Within this cooperation, in November 2018, the University with David Tvildiani Medical University conducted a training for 4 teachers of PBL. Furthermore, in March of 2019 three persons were trained at Petre Shotadze Tbilisi Medical Academy on assessment of medical education. Moreover, based on this closely collaboration with other medical schools, University plans to create a joint PBL Expert Group. These experts will exchange experience and teaching resources which will lead to higher level of learning.

The Institution encourages the staff to participate in international projects, research and conferences. Based on SER and interview data the University periodically carries out personnel satisfaction surveys. After collection of data, the personnel needs were identified and plans were implemented to solve the problems by training. For example the University developed a training module related to the teaching and learning and usage of such resources as the projects "Academic integrity for quality teaching and learning in the Georgian higher educational institutions" (INTEGRITY), "Assessment mechanisms to establish a novel learning environment in higher education institutions" (ASSET) and "Change in Classroom: Encourage innovative teaching and learning to improve students' learning experience in the Eastern Partnership countries "(PRINTeL).

Evidences/indicators

- Agreements signed with the partner universities;
- Certificate of being a member of the AMEE;
- Detailed descriptions of international projects: ERASMUS+ CBHE projects:

Assessment Tools for new learning environments in higher education institutions ("ASSET");
Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries ("PRINTeL")
Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia ("INTEGRITY").

- Personal files of academic and invited personnel engaged in the program;
- Administrative and support staff job descriptions;
- Rules of evaluation of the activities of academic staff at Ilia State University
- Exchange programs: https://iliauni.edu.ge/ge/iliauni/samsaxurebi-da-servisebi-7/sagareo- urtiertobebis-samsaxuri-208/gacvliti-programebi
- Statutes of Development Office, Foreign Affairs Office and Survey Coordination® Office.
- Tools of satisfaction surveys of academic and invited staff services.
- Rules of financing the participation in conferences.
- Statute of the Scientific-Research Institute of Medicine
- Interview results

Recommendations:

Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation x Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

4.3. Material Resources
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements The Faculty possesses all infrastructure necessary to run the curriculum, the teaching equipment and relevant usage protocols comply with recognized international standards. Among others it has well-equipped lecture halls with projectors and computers and a Simulation Center, ample working spaces for students, including free access to the library's workstations. As a whole, students do have a stimulating learning environment with the appropriate equipments, space and possibilities for cooperation and group-working. The Library is equipped with the necessary information communication technologies and includes reading halls, meeting and training rooms, and provides access to international academic databases, journals and e-books. The condition and functionality of the IT equipment is satisfactory. The library resources are accessible from the outside of the university as well. An important part of interaction is the general use of e-mail and the educational system "Argus". By these means the university community receives up-to-date information and have an opportunity for online, quasi instant feedbacks. Another important feature of Argus that it helps students in the implementation of their study programme, the organisation of educational timetables and the learning achievements. Besides, an electronic teaching method is used, supported by the electronic "Moodle" portal. The same evaluation is valid for the partner clinical institutions, involved in the teaching process, the key practical teaching bases in hospitals, clinics will be evaluated regularly for their appropriateness and quality regarding the practical training programme.
Evidences/indicators ○ Visit to the Library ○ On-site inspection of material and technical resources including the research laboratories, lecture rooms, auditoria ○ Visit to the Medical Center "Innova" ○ Visit to the simulation center of Medi Club Georgia and the Institute's Skills Center

○ Syllabi of courses ○ SER ○ On-site interviews with teaching staff
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation x Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

4.4.Programme/faculty/school budget and programme financial sustainability
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
Descriptive summary and analysis of compliance with standard requirements Information about the short-term budget specifically allocated to the development of Medicine programme is provided in SER documents, but exact and detailed calculations of the financial resources for the long-term sustainability of programme are not available. Nevertheless, the budget preparation and the management of resources are conducted with care, and the budget for the start of the programme is balanced. According to the on-site interviews with the administration and faculty members, there is evidence for a strong financial management and a focus on increasing the efficiency of expenditure and attracting new sources of income, which together provides confidence for the future of the new programme of the Institution. The Expert Panel recommends that the Faculty continue in its determination to ensure that balanced financial results are achieved each year.
Evidences/indicators o SER o On-site interviews with Administration and Teaching staff
Recommendations: The revenues and expenditure of the programme and the integration of the medical education as a whole into the fiscal life of the Institution and the Faculty should be transparent. The rules of redistribution of the budget and the rules or Faculty decisions on internal allocation between educational units should be regulated.

Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation ☐ Complies with requirements x Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

5. Teaching quality enhancement opportunities

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

5.1 Internal quality
Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.
Descriptive summary and analysis of compliance with standard requirements The Institution has an internal quality assurance system that evaluates the educational and research

process based on the concept (PDCA cycle) of quality service both at university and faculty levels. According to the SER and interviews with the staff and the program supervisor they collaborate with the Quality Assurance Office (QA) closely, through collection of feedbacks periodically and contact directly the QA of the Faculty. The QA analyses the gathered information and gives recommendations to program supervisor for elimination of the weaknesses from the programme.

As an example, for writing the SER, the QA of the Faculty of Natural Sciences and Medicine and the programme supervisor formed a self-evaluation document working group, which was composed by academic and scientific, as well as administrative staff of the program. This working group performed the evaluation of the program's compliance with the accreditation standards of the higher education programs and determined the strengths and weaknesses as well. The QA of faculty based on this data developed a strategy to eliminate the weaknesses detected as a result of the self-evaluation.

The QA service of University develops a monitor system which evaluates the achievement of each course especially how learning outcomes are achieved. For example, in clinical disciplines during the learning process every student has to fill in questionnaires related to the same discipline.

The Institution supports the works of curriculum development group, which involves about 20 academic and invited staff. During the development of the current programme, this group has 3 contact meetings, where the study outcomes were presented for discussion, and the documents were shared (upload on Google drive) for simultaneous correction.

The strategy of QA is based on the following actions: QA reports are made and sent to all parties who participate in the delivery of the product. QA evaluate all stages of process starting competition, graduation, employment index, academic performance. At the end of the programme the student will assesses the program, which gives the full picture of the program, then the results are statistically evaluated. This is not just quantitative, but qualitative data as well. Student surveys that focus on several aspects of students' perception of their learning environment are collected regularly together with other information and the results are regularly analysed. These survey data are the main source of recommendations for improvement and implementation of changes to study programmes.

Evidences/indicators

- Quality Assurance Department Statute;
- Concept of Internal Quality Assurance of Ilia State University;
- Rules and procedures for the elaboration, approval, modification and suspension of educational program;
- Research instruments to be implemented with the purpose of internal quality assurance;
- Interview results

Recommendations:

Suggestions for programme development:

Department heads may provide annual reports that are discussed in the Faculty's Council.

Best Practices (if applicable):

The recommendation of the previous expert analyses (2018) were taken fully into consideration.

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

N/A

Evaluation

x Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

The recommendations formulated by previous evaluations (conducted in 2018) were strictly followed and taken into account, and this demonstrates that the Management of the Institution is fully aware of the importance of such external evaluations. The Institution also provided a detailed list of programme stakeholders, and it was understood that these parties were all involved in the programme review and development.

External evaluation processes were carried out at regular basis. The Institution's QA department and the Program Supervisor have submitted the 'Medicine' programme for external evaluation to Georgian and foreign members of the Advisory board. Evaluation of the programme and feedback was also conducted by the local/foreign employers and experts. All provided assessments were positive, but the reviewers have some recommendations, which were discussed by the programme supervisor and curriculum development group members and then tried to fix the problems. For example, one of the remark targeted the involvement of the academic and invited staff in the program development. For improvement, a focus group with the participation of the employers was formed and their opinions and comments were taken into account during the next phase of programme preparation. Furthermore, other recommendations of a reviewer (from University of Geneva) was related to involvement of academic staff in clinical directions. As a reaction, the Institution announced a competition in several clinical disciplines. These data demonstrate that the Faculty has close ties to the management of several clinical teaching units, who will serve "external reviewers" for the programme and by this way the Management will receive permanent feedbacks regarding programme quality and development.

Evidences/indicators

- The order on creation of advisory board for development of educational programs in Medicine;
- Program evaluation made by Georgian and foreign experts;
- Draft report of experts of previous accreditation.
- Report from University of Geneva
- Interview results

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation x Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

5.3. Programme monitoring and periodic review
Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.
Descriptive summary and analysis of compliance with standard requirements The QA systems at Ilia State University are based on global concept, which includes both a periodic monitoring by systematic surveys/evaluations and needs-based assessment. For example, the clinical training monitoring and assessment concept was developed to monitor the clinical practice, which means starting the special platform enabling students to evaluate and prepare for clinical practice. The concept is designed to involve an electronic portfolio that give possibility to download and/or upload artifacts/materials. Program Supervisor, Faculty QA Service and members of the portfolio committee will be able to monitor the platform. The need-based study are related and used for a particular problem and will be conducted in order to carry out a detailed survey of the specific problem. For example the object of such assessment could be: students with low academic performance, students with special educational needs, foreign students/representatives of ethnic minorities, and so on. The evaluation of administrative and academic personnel research is carried out regularly in the framework of systematic internal quality assessment. The University QA Service carried out the assessment of students' satisfaction twice a year. All QA processes are supported by an efficient IT system ("Argus"). This IT system gives possibility to gather the necessary data. Graduates' satisfaction and employment surveys are also performed by the same principle (the Faculty has been conducting standardized student surveys which students fill in at the end of each course). For the effective working of QA system and evaluation of programme outcomes, the QA office develops training programme for learning outcomes evaluation. These training modules will be deepening the knowledge and advance the competencies of the programme supervisor, staff and administrators in assessment of learning outcomes, determination of benchmarks and issues related to successful realization of the programme. However, the Quality Assurance Department may need a strategy related to field (medicine)-specific evaluation (e.g. to enhance the competency-based evaluation) to the internal quality assurance system and to develop a Quality Assurance manual on issues that will differ from the University's and be specific for the Faculty.

Evidences/indicators ○ Mechanisms and tools of internal quality assurance; ○ Internal Quality Assurance Concept; ○ Concept of monitoring and evaluation of clinical teaching ○ Training module of the learning outcome evaluation. ○ Interview results
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress N/A
Evaluation x Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

Programme's Compliance with Standard

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

Enclosed Documentation (If Applicable)

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HEI's Name: Ilia State University
Higher Education Programme Name: Medicine
Number of Pages of the Report: 31

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	X			
2. Teaching methodology and organization, adequate evaluation of programme mastering		X		
3. Student achievements and individual work with them	X			
4. Providing teaching resources		X		
5. Teaching quality enhancement opportunities	X			

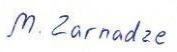
Expert Panel Chair's

Mihály Boros 

Name, last name, signature

Expert Panel Members'

Ia Pantsulaia 

Maia Zarnadze 

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