



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Medical Doctor (Georgian) One Cycle

LLC Alte University

Evaluation Date(s) 26th/27th April 2023

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Alte University Limited Liability Company
Identification Code of Institution	202192643
Type of the Institution	Teaching University

Expert Panel Members

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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	მედიცინის ეროვნული საგანმანათლებლო პროგრამა
Name of Higher Education Programme (in English)	Medicine
Level of Higher Education	One-cycle Level 7
Qualification to be Awarded ²	Medical Doctor (MD)
Name and Code of the Detailed Field	Medicine (0912)
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	Georgian
Number of ECTS credits	360 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

Alte University has been delivering an English language MD (Once Cycle) programme since 2018 and now wishes to create a version of this programme to be studied in Georgian. A programme development group was established in order to review the existing English language programme and to develop further the level of integration between basic science teaching and clinical teaching in this new Georgian programme and to make any necessary changes based on the recruitment of Georgian students who although studying in Georgian will be expected to access written materials in English.

The programme is a 6-year programme leading to the award of 360 credits over 12 semesters. It is described as being 'partially integrated' both horizontally and vertically and utilizes a range of teaching methods including PBL, CBL, early introduction to patients, skills developments (simulation based), clinical reasoning and research methodology. Likewise, a range of assessments methodologies are used including online assessments (MCQ's etc.) and practical assessments such as OSCE, OSPE and assessments of practical procedures and case-based discussions. In the Clinical phase the assessment is through observed activities held as part of the clinical attachment within a range of different clinics and performed by different supervisors.

As yet there are no students enrolled in the programme, however the expert panel were informed by the Alte senior management team that the intention is to recruit a maximum of 90 students per year. This will be in addition to the 300 students who are enrolled each year into the MD (English) programme. Given the calculations being based on the student intake quote methodology as described in Standard 4 it will be necessary to expand both the teaching facilities and the numbers of faculty/invited teaching staff to accommodate both the students being enrolled in this new programme and those being admitted to the MD (English) programme.

It should be noted that apart from the International Medical School, Alte University has several other schools; Law, Business, Information Technology, Humanities and Social Sciences and as such have University wide processes for Admissions, Quality and Academic Standards, student support and communication platforms, facilities management etc. They also have a series of University wide educational events that all students can attend (<https://alte.edu.ge/en/events>).

▪ Overview of the Accreditation Site Visit

The Self Evaluation Report and associated documents were sent to the expert panel before site visit/in advance. The panel identified the particular Standards which best matched their expertise although all members reviewed all the documents and prepared areas of enquiry for the 1.5-day review meeting schedule for 26th/27th April 2023. The review was conducted on-site at Alte University and during the visit the panel identified several documents which were needed to add further information and evidence and these were requested at the start of the second day of the visit.

Day 1 Meeting & Site Visits; All 5 panel members attended in person as did the ALTE personnel with the exception of the President who joined in via ZOOM for the first scheduled meeting. He was able to set the context for the initiative to develop this MD (Georgian) programme and to describe some of the key features of the programme which he described as being based on the national needs of Georgia to have well trained

⁴ When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

physicians able to work in the Georgian health care system. Other members of the team also spoke to the Aims of the programme and the values on which it is based.

A tour of the facilities at the Alte University campus medical school building was undertaken and this includes teaching laboratory areas, classrooms (small group and larger group) and flexible teaching space, the Simulation Centre, and the library. The number of students that could be accommodated in these spaces was discussed along with the equipment that was available to students and access to these resources for self-study.

Thereafter, the clinical environments where students will be able to see patients under supervision were visited; wards areas, clinic areas, emergency room, some classroom areas and conference facilities. The physical capacity in terms of the number of students who could be accommodated in each location was discussed. The three clinics to be visited are listed below, however the third clinic was closed before the expert panel could travel to it due to traffic problems.

1. Ivane Bokeria University Hospital (part of the Evex Group)
2. Scientific-practical Centre for Infectious Pathology, AIDS and Clinical Immunity.
3. Centre for Mental Health and Drug Abuse Prevention

Day 2 Meetings: These were conducted according to the planned timetable of meetings with the University Administration, the Self-Evaluation team, the Heads of programme, the Academic staff, Invited staff, Employers, Students, and the QA department. All members of the expert panel asked questions of the Alte University representatives and contributed to the informal feedback given to Alte University at the end of the visit. It was emphasized that this would be shared in more detail with the faculty through the release of the draft report. There was an exchange of mutual thanks for the shared experience and the opportunities the process had created for learning and development.

A draft report was submitted to NCEQE on 18.05.23 and the Argumentative position of Alte University was returned for consideration on 23.06.23. These were fully considered by the Expert panel and some changes were made to the recommendations in Standard 2 and 4. However the panel felt that other points raised overall did not require any changes to be made to the final report except in some areas where a small amount of additional information has been provided.

○ **Brief Overview of Education Programme Compliance with the Standards**

The programme is strongly based on the MD (English) programme which has been running for 3 years and is accredited. The integrated programme is appropriately based on the educational pedagogy underpinning the curriculum and assessment design and is aligned to the National Qualification Framework and the Sector Benchmarks for Higher Education Medical Programmes. There are some areas that need further development and these are included in the report

▪ **Recommendations**

Standard 1

- None

Standard 2

- None

Standard 3

- None

Standard 4

- 4.1 It is recommended to review the personal files of the staff to bring them into line with the Benchmark Statement of Higher Education in Medicine.
- 4.1 As student numbers continue to increase, the university should regularly review that they have sufficient staff (teaching and administrative) to sustain the quality of the education being provided to the students.
- 4.4 It is recommended that the University reviews and aligns the existing agreements it has with the clinics to the Benchmark Statement of Higher Education in Medicine to make sure that all necessary elements are included (list of study courses, annual number of students, determination of flows).
- 4.4 It is recommended specifically to increase the resources of the institution; rooms of simulation center, practice facilities, laboratory rooms and the number of the academic and invited staff in each basic/clinical course in order to have sufficient capacity to deliver the programme to their planned annual intake of a maximum of 90 students in addition to the current MD(English) programme student intake of 300 students per year.
- 4.4 It is recommended to have a specific contract for the MD (Georgian) programme delivery with all implementing clinics.

Standard 5

- None

▪ Suggestions for Programme Development

Standard 1

- 1.1 Increase partnership with foreign institutions, contract visiting teachers (professors, lecturers) who contribute with additional expertise through e-learning, webinars or on-site.
- 1.1 Given that the scientific-research direction of the program was revised recently, the University might consider developing a specific policy that fosters the relationship between medical education and medical research. This could be included in a Scientific Strategy.
- 1.1 The curriculum is currently described as 'partially integrated' and given Alte University desire to be a leader in producing skilled medical graduates fit for the workplace and that there are 2 new MD programmes still in the early stages of delivery it might be possible to explore ways to progress the curricula towards more fully integrated versions.
- 1.3 Although the planned evaluation schedule (annual with a collective review of all 3 years at the end of Phase 2) is a good practice consideration might be given to also carrying out an 'interim' collective review of the Basic phase at the end of 2 years so as to make any necessary adjustments to the pre-clinical Phase at the stage. This will ensure that any problems with integration can be addressed then rather than when students are about to start the Clinical Phase when they are working in groups and less accessible to campus-based teachers.
- 1.4 Given the opportunities presented in regard to creating a portfolio that meets the needs of both Alte University curriculum design and the students on an integrated programme it is worth considering scoping and creating a 'pilot portfolio' based examples from other HEI's that Alte might have access to. Rather than wait until an Alte custom built portfolio is developed it might be more effective to trial a range of different types with the current students in these early years of curriculum delivery and then base the final design on the results.
1.4 It is suggested that Alte University identifies, defines and agrees the areas of research it will focus on at an institutional level. This will allow resources to be focused on their priority areas and be able to use this as a way to help students develop their research skills through the experience of high-quality research.

Standard 2

- 2.1 It is suggested that for flexibility German, French and Russian languages could be added as prerequisites in the program.
- 2.2 In order to increase the students exposure to clinical practice in the clinics it is suggested to add program day/evening shifts in the clinical subjects from the III phase of the program. The criteria of the shifts should be clearly written in the syllabus.
- 2.4 It is suggested to align the number of OSCE/OSPE stations according to syllabus content.

Standard 3

- 3.1 The university is encouraged to continue pursuing ERASMUS and other international opportunities to further enhance the student experience and academic opportunities.
- 3.1 The practice of hiring distinguished students as teaching assistants is a strategic initiative that enhances the university's teaching capacity and supports student success. Expert panel suggests university to further cultivate this advantageous practice. Expanding the teaching assistant opportunities and to encompass a wider range of disciplines and increasing the number of roles available can provide more students with these valuable experiences. Additionally, incorporating a structured mentorship component, where faculty members guide teaching assistants, could further enhance their professional development.

Standard 4

- 4.1 Where tutors do not have an MD qualification it would be helpful to make clear the specific subjects and skills that can be taught by other healthcare professionals and the level of qualification necessary skills.
- 4.1 It is suggested that although all foreign lecturers involved in the program will have achieved the required Georgian language B2 level certificate they are supported in gaining confidence in their ability to communicate in Georgian.
- 4.4 It is suggested that to reduce administrative complexity the number of students in each group is '10' and not '20 split into 2 groups of 10'

Standard 5

- 5.1 It is suggested that the documentation of the Governance Structure include some additional detail so as to further define the remit of the various sub-groups e.g. the Programme Development Committee and the representative role of those involved.
- 5.1 Alte University might consider reviewing the decision to allow all those interested to be members of the Programme Development Committee and restructure it with a representative membership based on staff roles.
- 5.1 It is suggested that the Quality Management and Compliance Department continue to be involved at the earliest stage of portfolio development planning so as to ensure that the data collected within the portfolios is accessible in a way that supports programme monitoring and programme improvement.
- 5.1 The established communication with employers might be enhanced if Alte University ensured that as well as communication with physicians in the relevant clinics, they were also in close communication with those with a leadership/managerial role. This would help support the additional logistics of delivery when student numbers increase.
- 5.1 It is suggested that Alte University might consider additional innovative ways in which the students can contribute to programme development beyond their providing feedback through questionnaires etc.
- 5.2 The current practice of identifying three institutions with various levels of integration for comparison has been very useful and has informed the programme developments effectively however

in future there might be additional benefits derived from a more detailed review of one example of a fully integrated curricula through engaging with one of their new international partner institutions.

- 5.3 It is suggested that Alte University continues to maintain its approach to carrying out market research on a regular basis to ensure the programme continues to develop in a way that meets the needs of employers and the health care needs of the people of Georgia.
- 5.3 Alte University might find it useful to develop a programme specific Quality Assurance element to be run alongside its currently effective approach which applies across the University as a whole. Having a complimentary programme specific element might be able to cover the additional issues that may arise due to the number of students and the extent of clinical teaching that will take place in the clinics. This work might be enhanced if done collaboratively with the Evex group.

▪ **Brief Overview of the Best Practices (if applicable)⁵**

Standard 3.1

- The practice of hiring distinguished students as teaching assistant for certain subjects not only helps junior students who receive tutoring from senior students but also allows the early development of teaching skills which may well encourage these senior students as graduates to consider an academic career in medical education.

Standard 4.4

- The partnership with the Evex Group is an excellent opportunity to provide stable and consistent quality of clinical experience to students throughout their training.

▪ **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

None

▪ **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

Not applicable

⁵ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

III. 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 HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The one-cycle 'Medicine' program of ALTE (University, thereafter) is aligned with the European Credit Transfer and Accumulation System (ECTS) and includes 360 ECTS credits. The syllabi of the compulsory and elective courses gave sufficient information on the structural components with the number of credit hours allocated per courses. One ECTS equals 30 credit hours, which includes contact hours (classes, seminars, practical etc.) and independent hours of work. The duration of the program is six academic years with 12 semesters. The program is running in accordance with the law of Georgia on higher education, the updated framework of national qualifications and the current sectoral characteristics of higher medical education defined by NCEQE.

The documents included the presentation of subjects of study in a chronological order (syllabi) as well. Information on the amount of ECTS points for each subject in a semester, tutors, trainers, and their qualifications/experiences (CVs) were also presented.

The Expert Panel evaluated the undergraduate Georgian-language curriculum, the planned educational processes (methods, facilities, human and technical resources, the criteria of the end product of education and training, etc.) from several perspectives. The goals of the program are clearly defined, focused on meeting the requirements of the local and international employment market (the research on the local labor market and employers' requirements was carried out on the program, which was conducted by the marketing research company "ANOVA" with the financial support of Alte University) and are achievable. The goals also take into account international market trends. In this regard the following components were considered the most important by the HEI:

- The principles of vertical and horizontal integration were implemented. Academic courses were combined into 'modules' according to the organ systems.
- The learning outcomes (LOs) were brought in compliance with the program objectives.
- The scientific-research direction of the program was revised with the aim to enable students to plan, implement and interpret scientific research and present its' results to the professional community.
- Criteria and levels of professionalism at different stages of teaching were defined, as assessments of professionalism, as well as presentations, reports, articles, social activities, etc. are included in the student's portfolio, that will be used to characterize the students' achievements during or after the courses.

The curriculum focused on the development of critical thinking, teamwork and practical skills. The PBL method is introduced early in the educational process.

The program's goals are stated on the University's web page and are accessible to anybody interested person. They link to the University's Mission Statement which is to 'Alte University's vision is to be one of the best educational institutions for quality education, scientific research, and professional skills development, both in the country and in the region, and to become a center of attraction not only for Georgian but also for international students'. As such it would be beneficial to the programme to have links with and encourage exchange/visits with them to learn from other countries approaches to medical education .

Evidences/Indicators

- University mission, goals, strategy
- Educational program (Appendix 1)
- Analysis of the labor market and employers' requirements (Appendix 2)
- Interviews with employers
- University web page www.alte.edu.ge
- Interviews with staff and students

Recommendations:

- None

Suggestions for the Programme Development

- Increase partnership with foreign institutions, contract visiting teachers (professors, lecturers) who contribute with additional expertise through e-learning, webinars or on-site.
- Given that the scientific-research direction of the program was revised recently, the University might consider developing a specific policy that fosters the relationship between medical education and medical research. This could be included in a Scientific Strategy.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➤ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The one cycle educational MD (Georgian) program is compiled in accordance with the framework of higher education qualifications and the field characteristics of medicine and on the basis of the National Qualifications Framework (NQF) evaluation criteria and the integration of competencies in the field of medicine, dividing 3 NQF domains (Knowledge and Understanding, Skills, and Responsibility and Autonomy).

The program LOs clearly describe the minimum competences required for graduation, but it is important to note that the current review of the programme does not include feedback from alumni as there are no graduates. Nevertheless, these plans are well formulated, and the efficiency of implementation can be judged with performance indicators once the program is up and running.

According to SER the LOs are formulated at the level of the program and at the level of each component of the program, and this is supported by the syllabus documentation submitted to the expert panel. Also the curriculum map is showing 3 levels for LOs: introduction, deepening, and reinforcement, respectively. In general, the connection between LOs and the different courses is described clearly in the relevant documents, and the appropriate level for the LOs is presented as well (introduction, strengthening – reinforcement and mastering).

The first step of education is horizontal integration. The integrated course is compiled with four components and clinical skills, for example, body function and structures I, II, III, and IV. The integrated courses are thematically related to each other.

Clinical components are involved from the very first semester of education, e.g. clinical skills, are integrated into the course "Doctor and Patient", in a simulation environment - Simulation Centre. The integrated course "Doctor and Patient" covers six-component (I-VI). One of the main components is clinical skills, which is integrated with the subject of communication in the first semester. In the second and third semesters, bioethics is integrated with clinical skills. In the next semester, "Leadership" will be integrated with clinical skills. In the fourth semester, first aid in special cases - burns, choking, bleeding, etc. are taught in the clinical skills component. In the next semester, in the course "General Surgery and Clinical Skills" is taught. From the fourth year of education, clinical components are actively introduced. Clinical components are administered at Alte Hospital Bases with appropriately qualified practitioners. The summative assessment of clinical components has two components (MCQ and OSCE/clinical case discussion).

In the last phase of education (XII semester) students have a clinical practice course in four main areas: Cardiology, Surgery, Critical Care Medicine, Therapy.

There are used Modern teaching methods in courses, such as problem-based learning (PBL), clinical case-based learning (CBL), etc.

Students can acquire basic technical/practical skills in the simulation centre (Skills Lab) of the Medical School. It seems likely that the current environment meets the basic demand of preclinical courses and the integration of procedural knowledge obtained during simulation skills training into the presented clinical curriculum is possible, but the technical background will need to be developed further with diagnostic and technical/interventional possibilities. The expert panel were told plans were already in place to plan for increased demand.

A student portfolio has been introduced where individual achievements will be recorded from the first semester and will allow the self-assessment of academic development and supporting ways for progression. The Head of

Programme confirmed this was a priority development area for her and that she is keen to ensure that whatever format is chosen it is aligned with the programme LO's and the students professional development.

Analytical and critical thinking are taught throughout the curriculum, which may also allow students to participate in the scientific development of the profession. Besides, the program incorporates contributions of behavioural and social sciences and ethics that - in theory - enables effective communication and decision making in clinical practice.

To sum up, proper integration between basic medical sciences and clinical subjects seems to be achieved and this process should provide the enrolled students skills to assume appropriate clinical responsibility upon graduation and to continue their professional development. The professional content and structure of the training, the teaching and learning support methods used are up to date, meet the professional requirements and are suitable for achieving the intended LOs. The relevance of the program's learning outcomes to the program's goals is illustrated on the program's goals and learning outcomes map.

Learning outcomes are formulated at both the program and program component levels.

The curriculum map shows the degree to which each component of the program develops each learning outcome...

Evidences/Indicators

- Educational program
- Appendix N1 Map of program goals and learning outcomes - in an educational program Appendix N1
- Syllabus of the teaching courses/components;
- Map of program goals and learning outcomes;
- Curriculum map;
- Analysis of the Labor market and employers' requirements - Appendix N7
- Protocols of the program committee Protocols of the information meeting
- Protocols of the school council
- Interviews with staff and students
- University web page www.alte.edu.ge

Recommendations:

- None

Suggestions for Programme Development

- The curriculum is currently described as 'partially integrated' and given Alte University desire to be a leader in producing skilled medical graduates fit for the workplace and that there are 2 new MD programmes still in the early stages of delivery it might be possible to explore ways to progress the curricula towards more fully integrated versions.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The syllabi describe the methods for the assessment of the learning outcomes (LOs), components, scores and criteria, in sufficient detail. The program is accompanied by a learning outcome evaluation plan showing which course/component is taught and assessed.

In this scheme versatile and efficient, direct and indirect evaluation methods are planned, including oral exam, written test/quiz, demonstration of practical skills (on simulators/mannequins, patients or standardized patients), Objective Structured Clinical Examinations (OSCEs) - in midterm evaluations Mini-OSCEs (where the number of stations can be 12 and in the final exam 12 -14), Objective Structured Practical Exam (OSPE) for laboratory and/or instrumental investigations in preclinical sciences, like physiology, biochemistry and pathology. WPBA (Workplace Based Assessment) is intended to be used in clinical training, with Direct Observation of Procedural Skills (DOPS), Case Based Discussion (CBD), Mini Clinical Evaluation Exercise (Mini-CEX).

This assessment system is transparent and takes the peculiarities of the field into consideration. During the site-visit and interviews the Expert Panel ascertained that the academic and invited staff members are all familiar with LO assessment methods. The SER stated that along with an annual evaluation through an analysis of the learning outcomes they will also conduct a review at the end of the first 3 years looking at the whole programme delivery up to that point. It was confirmed at interview that based on this the University will make any necessary adjustments to the programme learning outcomes at that stage and before the clinical phase begins.

In summary, a range of valid performance indicators is considered by the HEI and the updated educational program can proceed according to currently accepted principles. However, it is important to note that a close monitoring linkage must be assured between the preclinical and clinical parts of the educational program to check the quality of clinical training and practice after 3rd year - to promote an uninterrupted learning process, and to ensure harmony between plans and reality.

The rate of completion of the program in the main term is used to show the evaluation of the results of the program. Also, the future employment of students is considered as an indicator of achieving the results planned by the program. In this regard, the requirements of the medical market and employers are fully taken into account.

The analysis of the evaluation of the learning outcomes of the program and the comparison of the obtained results with the target bench mark will be used for the development of the program. If necessary, modify the program goals/content/learning outcomes/assessment system.

Evidences/Indicators

- SER
- Annexes N4, N1(submitted documents)
- Educational program
- Syllabi
- University web page www.alte.edu.ge
- Interviews with staff and students

Recommendations:

- None

Suggestions for the Programme Development

- Although the planned evaluation schedule (annual with a collective review of all 3 years at the end of Phase 2) is a good practice consideration might be given to also carrying out an 'interim' collective review of the Basic phase at the end of 2 years so as to make any necessary adjustments to the pre-clinical Phase at the stage. This will ensure that any problems with integration can be addressed then rather than when students are about to start the Clinical Phase when they are working in groups and less accessible to campus-based teachers.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The learning outcomes of the courses as defined in syllabi are in line with the learning outcomes of the program. The program is partially integrated - basic medical and clinical sciences, their supporting courses, social sciences are integrated. The degree of integration of the program is enhanced by the PBL teaching method in the PBL session (tutorial) format.

The one-cycle program of Medicine of Alte was developed in accordance with sector benchmarks of medical education and in accordance with the University's "Methodology for the Planning, elaboration and Development of the Educational Programs". Information on the sequence of courses and prerequisites provided in the study plan and the syllabi of learning courses/modules. All syllabi were reviewed with focus on prerequisites for admission, learning goals and outcomes, number of credits indicating contact and independent hours, assessment methods, teaching and learning methods, mandatory and additional study materials.

The program to achieve the presented goals is well-integrated, the modules and subjects of the curriculum are designed to allow students to examine the human structure, function and development on each level of the organization (from molecular to organ systems and the whole body). The program is divided into four main stages, phase I (basic) (I-IV semester), phase II (preclinical; V-VI semester), phase III (clinical; VII- X semester), and phase IV (clinical practice and research phase; XII semester respectively).

The Skills Lab is considered as a starting point for communication and technical-practical training and supports the development of student skills in a horizontal manner by increasing the complexities of the activities within given parameters e.g. the use of mannequins is the basis for to enhanced interaction with simulated patients in the next step and real-life scenarios later, in the clinical environment with teamwork, simulated dilemmas, formative and summative assessments.

Early introduction to the clinical setting (Doctor and Patient) provides students with the contextual awareness of illness not only being seen and treated in hospitals and this is an excellent foundation for their integrating that awareness into not only clinical specialty care but also public health and community care and primary care. The addition of CBL as part of the pre-clinical semesters also helps to develop clinical reasoning skills that include the contextual elements.

Given the challenges in offering students sufficient experience in Phase IV Clerkships it should be noted that planning for this should ensure sufficient emphasis and time to be allocated for the clinical rotations and practical medical works under supervision in the final semesters.

It is increasingly common for integrated type curricula to utilize a portfolio as a way to record and evidence students learning, encourage the development of reflective professional practice, record clinical cases in a standardized manner, and even develop it as a tool to allow student-student peer review. It was encouraging to be told by the Head of Programme that she is being the process of developing a portfolio for the programme but as yet was unclear what it might look like.

Alte University has also expressed its commitment to the development of medical research and the development of research skills and research outputs are both apparent in the curriculum. As this grows and develops an effective way to maximize impact and enhance Alte University reputation in research priority areas for research could be defined and agreed at this early stage. Students who are exposed to high quality research will benefit by learning from experts in the field and being supported by them when undertaking their own research projects as part of the curriculum.

The program takes into account modern scientific approaches and in connection with this, a fund has been established, which involves the encouragement and financing of employees in the direction of scientific activities. All those medical clinics where it is possible to carry out such activities are included in the mentioned process. The greatest emphasis is placed on the "Evex" medical network.

The program takes into account aspects of internationalization, which means signing memorandums with various international universities, inviting foreign colleagues and visiting university staff to improve their qualifications.

Evidences/Indicators

- Self-evaluation report
- Educational programme and syllabi
- Programme learning outcomes map
- Curriculum document
- List of personnel Annexes N2,
- Rule of Development and implementation of education programmes Appendix N3
- Interview with staff and students
- Alte University web site; www.alt.edu.ge

Recommendations:

- None

Suggestions for the programme development

- Given the opportunities presented in regard to creating a portfolio that meets the needs of both Alte University curriculum design and the students on an integrated programme it is worth considering scoping and creating a 'pilot portfolio' based examples from other HEI's that Alte might have access to. Rather than wait until an Alte custom built portfolio is developed it might be more effective to trial a range of different types with the current students in these early years of curriculum delivery and then base the final design on the results.
- It is suggested that Alte university identifies, defines and agrees the areas of research it will focus on at an institutional level. This will allow resources to be focused on their priority areas and be able to use this as a way to help students develop their research skills through the experience of high-quality research.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
 - The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
 - The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The content and results of the training course of the Alte University educational program, taking into account the teaching methods and the volume of credits, ensure the achievement of the goals set by the program and the results provided for by the framework of higher education qualifications. The number of credits allocated to the study course (number of contact and independent hours) corresponds to the content and learning outcomes of this course. Specifics of the course are provided. The number of contact hours, teaching-learning methods correspond to the content and learning outcomes of this course. The program includes prerequisites for admission to the study course, which are reflected in the syllabi. The learning outcomes of the training course are evaluated with appropriate criteria, depending on the specifics of the training course and are described in detail in the syllabuses.

The teaching material indicated in the syllabuses of the study courses, since the updated literature in Georgian is scarce, the university has developed an activity of the persons implementing the teaching process, which provides for the translation and delivery of the literature to the students. in the form of handouts. It is updated, based on current advances in the field, and ensures that the learning outcomes of the program are achieved. During the interview, one of the lecturers implementing the syllabus of the program noted that the university has received funding that significantly helps the university in the specified direction. During the interviews, the representatives of the panel also emphasized that reading medical literature in any international language is necessary for any working doctor, so the emphasis on the teaching process is shifted to raising the level of English.

The contracts with hospitals contain details regarding the number of students to be placed or specifications of their activities during clinical courses. In the program description 'Early clinical exposure' is meant to start from the first year. According to the description, during the Bioethics and Communication skills courses students should have access to patients. The university has an integrated library system, the online library has access to electronic databases: <http://journals.cambridge.org/> Cambridge University Press. Royal Society Publishing; Sage Journals; ScienceDirect; Scopus, eDuke Journals Scholarly Collections, and more. The e-library is easily accessible to students, including in electronic/distance learning conditions, which significantly contributes to the achievement of program learning outcomes.

Evidences/Indicators

- Program learning outcomes map - in the educational program- Appendix N1
- Curriculum - in the educational program - Appendix N1
- Curriculum Map
- Learning Outcome Assessment plan
- Library resources (e-library databases)

- Self-Evaluation Report
- Interviews with staff and students

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Prerequisites for admission to the MD program of ALTE university are transparent and public, information is available on the University's website which also states that the annual intake for this programme is to be 90.

To enroll in the program, the entrant is required to pass the national exams, following subjects: Georgian language and literature, English language, Biology and one elective subject (Chemistry / Mathematics / Physics). At the national exam entrant should prove English at list A2 level. Programme admission preconditions and procedures are consistent with the existing legislation. But English language is the only foreign language by which student can enrolled at the MD program, where according to the LAW OF GEORGIA ON HIGHER EDUCATION, in national exam students can take (German, French, Russian language) other foreign languages to enrolled in MD program. For more flexibility it will be better to add those suggested foreign languages as a prerequisite in the program.

Students can enroll in the program by internal and external mobility also. The procedures for mobility are available on the university web-side. During the visit experts asked for documents for any transfers students in English Program. HEI at time provided all required documents, with the credit's recognition and all other necessary documents which are needed for external mobility.

Evidences/Indicators

- One-Cycle Educational Program of Medical Doctor
- Self-Evaluation Report
- Subject Benchmark Statement of Higher Education in Medicine
- Interviews with staff and students
- Alte University Website <https://alte.edu.ge>
- Credit recognition document

Recommendations:

- None

Suggestions for the programme development

- It is suggested that for flexibility German, French and Russian languages could be added as prerequisites in the program.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The documents submitted with the MD educational program demonstrate that the program ensures the development of the practical and scientific research skills of the students.

Practical skills are developed at preclinical and clinical stages. The development of necessary clinical skills in the preclinical phase of the program is ensured mainly by the course “Doctor and Patient I-VI”, which is conducted at university simulation center. The university has 2 simulation rooms (study rooms) in the simulation center. There is one laboratory room (histology, biochemistry) at the university and also in Clinic “Megalab” (pathology) to support the development of practical and scientific skills.

The practical component of the programme is organized and planned in accordance with the learning outcomes of the programme and corresponds to the level of education.

One of the Program outcomes is: ‘Performs duties in the cardiology, multidisciplinary, critical, and surgical departments while keeping in mind the rules and regulations that apply to working in a clinical setting’. This outcome is achieved in XII semester course “ Clerkship”, but for better adaptation and preparation the students for final clerkship and also because of during the practical classes all students does not have full opportunity to manipulate on the patient, it is suggested to add program day/evening shifts in the clinical subjects from the III phase of the program. The criteria of the shifts should be clearly written in the syllabus.

The Program also provides teaching of scientific skills in courses academic writing, research methods (1, 2, and 3), sociology, as well as a scientific research paper (20 credits). It should be noted that, within the training courses student learns not only critical assessment of scientific information, which mainly is studied in research “methods 1,2,3”, but in XII semester , in course “Research Project” student conducts the research project, analyze and presents it’s outcomes publicly. The student must complete in accordance with the supervisor's instructions and university policies, and defend in public, are all beneficial to the development of scientific research skills. In the scientific-research project, a student is supervised by a qualified person in the field who evaluates student’s activity and according to the SER and also interviews with the academic persons, HEI takes care of the development of the research direction of the academic staff.

Every year, Alte University hosts a student conference. The winning reports/papers of the conference are published in the university's annual reference. This information is available on the website and also in SER documents, but as it was viewed reports from medical faculty could not be found. It is suggested to increase the involvement in such conferences and the publication of reports from medical faculty students, to improve their scientific skills.

In order to deliver clinical teaching the University has entered into partnership with EVEX clinics and particularly - Iv. Bokeria University Hospital. Memorandums are in place which detail the general educational intent of the programme and the logistics of delivery however according to the benchmark requirement each memorandum should give a detailed description of the rights and obligations of the parties: 1. The maximum number of students per year; 2. Name of the clinical courses and its duration; 3. The number of students in the same period of time during a specific study course. So, it is recommended to provide all details in each memorandum, to ensure that the method of delivery and content of teaching described can be delivered within these placements.

In the framework of a practice component, a student should be supervised by a qualified person in the field who evaluates the student's activity. As such it is important to ensure that all subjects are taught by those with that area of expertise however it was noted that in the study course „Doctor and patient “the topics are following: Temporo-Mandibular joint inspection and palpation, range of motion and maneuvers, Facial inspection and palpation, Spine examination, palpation and maneuvers and etc. was taught by a nurse. Given that this manipulation is challenging it would be important to make sure that those supervising the development of complex skills were themselves equipped to deliver that.

Evidences/Indicators

- Program and Syllabi
- Self-Evaluation Report
- Interviews with staff and students
- Site visit
- Memorandums/agreements

Recommendations:

None **Suggestions for the programme development**

- In order to increase the students exposure to clinical practice in the clinics it is suggested to add program day/evening shifts in the clinical subjects from the III phase of the program. The criteria of the shifts should be clearly written in the syllabus.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by using student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Teaching and learning methods correspond to the level of education, course content, student learning outcomes sectoral benchmarks and ensure their achievement. Teaching strategies implemented based on the specifics of the course of study: lectures, working in groups, practical method, explanatory, discussion, demonstration method, deductive and inductive methods, Case-based learning (CBL), Problem-based learning (BPL) , role play, bed side teaching, peer tutoring, virtual reality methods.

The HEI state that they have a methodology for drawing up an individual curriculum, which defines the general principles and procedure for the development of the plan, the circle of persons and the components that can be affected by the individual approach. At this moment HEI does not have students who need individual curriculum, but procedures are clearly prescribed in the documents.

An "e-learning administration regulation" was established and approved during the pandemic situation. Lectures and seminars were conducted by ZOOM platforms. All materials (books, video lecture recordings) were available in electronic portal. All these facilities are helpful for the students and HEI to ensure electronic/distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the programme.

Evidences/Indicators

- Program and Syllabi
- Self-Evaluation Report
- Interviews with staff and students
- E-Learning Administration Rule
- Methodology and sample plan for developing individual student curriculum

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation. The program uses an assortment of assessments throughout the curriculum, for the most part all of which are objective, including those in the clinical training. All syllabi provide a detailed breakdown of the grading processes and rubric for scoring. Assessment Components use in the program are: Mid-term (multiple) assessment - 60% of the maximum assessment (in clinical practice - 80%), Final (single) assessment - 40% of the maximum assessment (in clinical practice - 20%). Assessment Methods used in program: MCQ, OSCE, OSPE, Practical work , Oral assessment , Question-Answer (Q/A), Presentation, Practical procedure assessment, Role play, CBL assessment.

The expert panel was told that the university has invested in Turnitin for anti-plagiarism checking of all written submissions. This was also explored during the interviews, and lecturers stated that they meet with the students to inform them about the Turnitin program before the course starts and at the end of the course should a review of the % score be necessary.

The components and methods of assessment of each academic course consider the specificity of the course, correspond to the learning outcomes of this course and provide an assessment of the achievement of learning outcomes. Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement. Students' assessment appeal process is transparent and objective. During the interviews, students confirmed that they are familiar with the appeals process, but practically no one has used it yet. But according to the documentation and SER these documents and their availability provide the opportunity for the student to request a re-examination of his work. In this case, the relevant representative commission will consider the student's complaint within a reasonable time. appealing process may involve reviewing evaluation results and making a decision by another evaluator

The Alte university has E-Learning Administration Rule, where is written clearly , according to the Sector Benchmark HEI can provide the necessary electronic resources for remote teaching.

Evidences/Indicators

- Program and Syllabi
- Self-Evaluation Report
- Interview with staff and students
- E-Learning Administration Rule
- Electronic learning porta
- Agreement on the program "Turnitin"

Recommendations:

- None

Suggestions for the programme development

- It is suggested to align the number of OSCE/OSPE stations according to syllabus content.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the information provided by the university, additional details gathered during the site visit, and interviews conducted with representatives of HEI and students it is evident that the university has implemented a comprehensive communication system, which includes Face to face consultation sessions with the academic and administrative staff and electronic learning portal called "Educational Process Management System" (EMIS). On the EMIS portal, students have the opportunity to plan their study schedule and create individual study plans, which was demonstrated during the expert panel visit. Students from the MD (English) program confirmed that they receive proper consultation regarding their learning process and academic improvement from the study managers. They also reported having opportunities for direct communication with academic staff through allocated communication hours and instant messaging using social networks.

The university places a high priority on supporting student and graduate employment and career development and has formed a memorandum with the largest clinic network in the country, Evex Clinics. According to the Memorandum, Evex Clinics will provide job opportunities for successful students from the university and regularly share information about available jobs. According to the Self-Evaluation Report the Department of Human Capital Management and Student Success actively schedules meetings and workshops to develop students' employability skills as well as conducting employment forums. It is worth mentioning, however that

the expert panel only had the opportunity to interview international students they reported that they had not participated in such kind of events and could not confirm that job opportunities in medical field are provided. HEI has a positive practice of hiring distinguished students as teaching assistants on certain subjects, further enhancing their career development opportunities.

HEI takes several actions to support the integration of International Students:

- The university holds orientation meetings for first-year students, offers sports events, and supports clubs to promote interaction and integration among students from different backgrounds.
- According to SER and interviews there is a committee of student ambassadors who works with the Department of Student Recruitment and through direct communication help potential students and 1st year students by providing student's perspective to help adapt to the university environment.
- The university organizes extra-curricular activities that align with the culture of international students, such as Chinese New Year, Ramadan, and Indian New Year celebrations.

Currently, the university does not provide exchange programs for international students in Medical program but plans to initiate the ERASMUS program for Georgian students in the future. According to the interviews HEI is awaiting a decision and has not yet established any programs. Also, the expert panel was not provided with the official document confirming this initiative. The university is also planning to participate in two international projects in collaboration with other Georgian universities, focusing on field medicine and primary health care. Students will have the opportunity to be involved in these projects.

Based on the information provided by the university and the details gathered during the visit, it appears that the university has established effective communication channels, career support services, and a welcoming environment for the integration of international students. The use of the EMIS portal further enhances the students' academic experience. However, there is room for improvement in the areas of exchange programs and international collaborations. The university is encouraged to continue pursuing ERASMUS and other international opportunities to further enhance the student experience and academic opportunities. The inclusion of distinguished students as teaching assistants and the efforts to integrate international students demonstrate the university's commitment to providing a comprehensive and inclusive educational experience for its students.

Evidences/Indicators

- Interview with staff and students
- Self-Evaluation Report
- Memorandum with Evex Hospitals
- EMIS Portal
- Consultation Schedule – meeting with staff and students

Recommendations:

- None

Suggestions for Programme Development

- The university is encouraged to continue pursuing ERASMUS and other international opportunities to further enhance the student experience and academic opportunities.
- The practice of hiring distinguished students as teaching assistants is a strategic initiative that enhances the university's teaching capacity and supports student success. Expert panel suggests university to further cultivate this advantageous practice. Expanding the teaching assistant opportunities and to encompass a wider range of disciplines and increasing the number of roles

available can provide more students with these valuable experiences. Additionally, incorporating a structured mentorship component, where faculty members guide teaching assistants, could further enhance their professional development.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the 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. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The University uses a student intake quota methodology which includes:

- Study area sqm/2sqm
- Ratio of academic staff and students 1/15
- Technical/material base
- Administrative staff number x 40 (students' number)
- Computers number x 30 students

If we take consider as separate only Georgian program 90 students quota then all requirements are compliant but together with English program intake of 300 they will require to increase both staff numbers and the relevant infrastructure needed to support learning. It is accepted that staff recruitment is currently underway and that that planning is undertaken at least one semester in advance, however given that any recruitment process will have unavoidable lag times between advertising and having staff fully able to deliver programme specific teaching this is a challenging area for the university.

The selection of personnel is done in an open and rigorous manner, which is confirmed by the lecturers during the interviews. Most of the mentioned teachers are also the implementers of the English-language program, where, it was made clear that the number of admitted students per year is 300. It should be noted that part of the staff is also busy in other higher educational institutions, thus the educational process is conducted according to their free time, which in some cases means 6-8 hours of lectures-seminars in one day.

At this stage, the English-language program (interviews show that there are 900 active students at this stage) have a large part of students not yet at the clinical stage, therefore, the clinical timetables do not coincide. However when the MD(Georgian) students begin to be enrolled the two courses will coincide and clinical placements and teaching staff numbers in the clinics will need to be increased to match this growth.

Between academic and visiting staff, the visiting staff are likely to be more mobile and possibly may leave to work in other places. This represents a potential risk to the medical program due to the leakage of contracts, especially if they are involved in important courses that will affect the sustainability of the development. The head of the program stands out for her professionalism, knowledge and necessary skills, she is an associate professor.

The administrative staff were working well together as an effective team as was evidenced by their responses to questions which were mostly in alignment with each other and also showed an understanding of subject matters that they were not necessarily directly involved in but were delivered by others.

When looking through the implementation staff's documentation, it was not possible to find full information on some of them, many of the summaries were a bit difficult to assess as no date of update was visible.

According to the Benchmark Statement of Higher Education in Medicine, the implementers of clinical training courses must have at least 3 years of clinical experience, however confirming references could not be found, and in the case of some teachers, the state certificate was issued 1 or 2 years ago, and/or they carry out a clinical subject but are not employed in a clinic. Also it was noted that some of the listed tutors did not have an MD at the time of admission to the program or are MD at all (she is nurse). Whilst this reflects a multi-disciplinary health care team approach it would be helpful to make clear the level of qualification necessary for specific subjects and skills. Because of program is Georgian, all foreign lecturers who are involve in the program should be competent in the Georgian language on B2 level and provide the certificate. They should also be supported to gain confidence in their ability to communicate in Georgian.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	89	67	14	4

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

- Professor	9	3	3	0
- Associate Professor	16	9	9	3
- Assistant-Professor	4	2	2	1
- Assistant				
Visiting Staff	60	35	0	0
Scientific Staff				–

Evidences/Indicators

- Self-Evaluation Report
- Personal files and CVs
- Meeting with staff, lecturers, program manager
- Staffing chart

Recommendations:

- It is recommended to review the personal files of the staff to bring them into line with the Benchmark Statement of Higher Education in Medicine.
- As student numbers continue to increase, the university should regularly review that they have sufficient staff (teaching and administrative) to sustain the quality of the education being provided to the students.

Suggestions for Programme Development

- Where tutors do not have an MD qualification it would be helpful to make clear the specific subjects and skills that can be taught by other healthcare professionals and the level of qualification necessary skills.
- It is suggested that although all foreign lecturers involved in the problem will have achieved the required Georgian language B2 level certificate they are supported in gaining confidence in their ability to communicate in Georgian.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

N/A

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

As a result of interviews with staff, it was revealed that the university uses a questionnaire-based approach to gathering data on staff performance. Students evaluate staff at the end of each course using 'predetermined indicators'. There is also an evaluation of the research activity of staff again using an agreed process. Staff complete a self-evaluation report and this allows them the opportunity to highlight their interests in various trainings. All these indicators of staff performance are collated and monitored by the Department of Quality Management and Compliance and used for professional development.

The University provides various training courses for example: TOT, leadership training, research methods, teaching methods, AMEE 2022, AMEE-RESME training courses, etc. and invited guest lecturers are also offered to enhance staff development further.

Within the framework of the memorandum of cooperation signed between the University of Georgia and Alte University, a joint training of academic staff in modern methods of teaching and evaluation, such as PBL, CBCR, Mini-CEX (Mini Clinical Evaluation Exercise) is planned.

The university provides material and financial resources to strengthen the involvement of academic, scientific and visiting personnel. This is done through the establishment of the 'Alte University Foundation' to fund not only good students but also to fund research projects being carried out by both staff and students. (currently 150,000 Gel is held in reserve with fund-raising continuing) The expected spend will be 70% for students and staff activities and 30% for research.

During the interviews, the implementers confirmed the presence of support from the university in the scientific direction.

Evidences/Indicators

- Interviews with staff, students and employers
- Self-Evaluation Report
- Rule of evaluation of research activity
- Rules for reviewing, approving and participating in research projects
- Personnel management policy

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

At Alte University, basic subjects are mainly taught in the main campus, where there are well-equipped lecture halls, a library, a simulation center, administrative staff rooms, with the requirements of disabled people are also taken into account. It should be noted however that the MD(English) programme that is currently running has an annual intake of 300 students per year and it is accepted that there is sufficient overall resources provided for this programme. However the additional 90 students on a substantially similar but different programme there is a requirement for an increase if staff and resources to deliver the learning (See the description of the analysis of this in Standard 4.1)

The library has a comfortable environment and has enough printed and electronic resources for the basic literature specified in the program, Georgian literature is relatively scarce. Students and teachers can use resources via e-mail. from the base and can access learning materials remotely. If necessary, the University will provide photocopies for students. The library also includes scientific databases of the relevant profile, which provide open access to international information and scientific resources. It should be noted that the university uses various test banks and examination systems, CBL, PBL, OSMOS question bank and also has purchased a license with Turnitin.

The university has its own well- equipped laboratory with microscopes and all necessary equipment,however in addition a large part of the laboratory teaching is carried out in the clinic Megalab under the direction of the administration.

The simulation center is equipped with various simulators, there is an OSCE exam space, which is also used for educational purposes however given the relatively small size of the OSCE rooms and that students work in groups of 20 there will be a limitation on the numbers of students able to be taught in each room. One simulation room, with 8-hour work load in a day and 6 days in the week, should conduct 48 hours per week. Average hours per subject in simulation center for one group (20 students) is 3 hours. Based on this, one simulation room per week (6 days) can conduct maximum 16 groups (320 students) in 48 hours. If HEI is planning to enroll 390 students per year (300 in English and 90 in Georgian program), that means 1170 students (390x3), 59 groups (doctor and patient I-VI in first 3-year same time) should conduct simulation rooms per year. By this calculation 2 simulation rooms are not enough at that number of the students. In SER documents and during the interviews with the students was mentioned that HEI has simulation center in republic hospital, but by document it cannot be identified.

The SER states that 'in accordance with the existing methodology, 2 square meters are provided for one student, ratio of lecturers to students is 1/15, ratio of administration to students is 1/40, computer and other equipment is provided for 30 students. Taking into account the above, the current facilities available will not be sufficient to support an intake of 90 students per year onto the MD(Georgian) programme.

Clinical subjects are taught in several clinics. It should be noted that the university has access to a university clinic "Iv. "Bokeria University Hospital", (part of the Evex Group) where 95% of students of Alte University are sent for clinical experience. There is a person in the clinic who is an intermediary between the clinic and the university and conducts motoring during teaching. It is clear this partnership is strong and will offer students a wide range of clinical experience in a well-established teaching environment. It also offers the additional benefit of the development of a consistent approach to teaching and delivery across a range of clinical disciplines. In the memorandum of the Bokeria clinic, it is not shown how many students should take each course and how many teachers are represented in each subject. For example, the attached table shows the subject: Internal Medicine 1 (Cardiology, Pulmonology, Nephrology), 137 contact hours are listed, however, it is not clear how many teachers will spend these hours, whether all teachers are in the mentioned clinic or not, and how the hours are distributed.

The visit was made to two clinics: 1. IV. Bokeria University Hospital. 2 Center for Infectious Pathology and AIDS. In both clinics, the space and study rooms for students are adequate for the number of students, and access to the e-library is also possible. In the clinic, groups are divided and then they are allocated to wards, manipulations or operation blocks. With the patient's consent, students are allowed to attend and observe consultations. . It is worth noting that the self-assessment questionnaire indicates cooperation with 20 clinics, although only 9 contracts are presented in the documents submitted, Some lecturers received students in O. Ghudushauri Medical Center, Vakhtang Bochorishvili Clinic; Clinic "Bayeb", "Center of Allergy and Immunology", "Geo Hospital", and others, although the contracts are not presented, Also, according to the students, they undergo radiology at the "Vivamedi" clinic, which contract was not seen.

As mentioned in Standard 2.2 not all the clinic agreement had all the necessary details included e.g. according to the benchmark requirement each memorandum should give a detailed description of the rights and obligations of the parties: 1. The maximum number of students per year; 2. Name of the clinical courses and its duration; 3. The number of students in the same period of time during a specific study course. This should be corrected in order to ensure planned capacity is sufficient to meet demand.

The clinical clerkships are organized with students being in groups of 20 which are then split into 2 groups of 10. This seems to be unnecessarily complicated and may limit flexibility if smaller clinical units can offer placements and so it is suggested that it might be simpler just to say that students are always in groups of 10.

Evidences/Indicators

- Interviews
- Site visit
- Self-Evaluation Report
- Memorandum with Clinics
- Interviews with staff, students and employers
- Web page: Alte.ge

Recommendations:

- It is recommended that the University reviews and aligns the existing agreements it has with the clinics to the Benchmark Statement of Higher Education in Medicine to make sure that all necessary elements are included (list of study courses, annual number of students, determination of flows).
- It is recommended specifically to increase the resources of the institution; rooms of simulation center, practice facilities, laboratory rooms and the number of the academic and invited staff in each basic/clinical course in order to have sufficient capacity to deliver the programme to their planned annual intake of a maximum of 90 students in addition to the current MD(English) programme student intake of 300 students per year.
- It is recommended to have a specific contract for the MD (Georgian) programme delivery with all implementing clinics.

Suggestions for the programme development

- It is suggested that to reduce administrative complexity the number of students in each group is '10' and not '20 split into 2 groups of 10'

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The calculation of the university budget is based on the financial capabilities of Alte University. The University told the expert panel on several occasions that the annual intake would be 90 students and this is confirmed as admission information on the University website <https://alte.edu.ge/en/program/medical-doctor-georgian>) As such the budget figures provided are sufficient.

The University senior management informed the expert panel that they intend to grant scholarships to 5-10 students depending on their academic performance with the hope that this will encourage good students to remain in Georgia on graduation at least for the early years of practice. During the interview with the financial manager, it was revealed that in order to interest the staff in the Georgian language program, they are going to pay similar salaries to those involved in teaching either of the two language programs .

Considered in the university budget: salary, medical expenses, educational resources, participation in conferences, scientific activities, sports and other events.

Evidences/Indicators

- Program budget
- Interviews with staff, students and employers
- SER

Recommendations:

- None.

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input checked="" type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The University Department of Quality Management and Compliance has appropriate responsibility for all matters relating to the development of the MD (Georgian) programme and has university wide documented processes in place which are clear and concise. An extensive list of the surveys undertaken and the tools used by the University in previous years was provided in the SER and along with an assurance that going forward quality improvement indicators will also be based on quantitative analysis using the Net Promoter Score (NPS methodology).

The Quality Management and Compliance department has worked closely with those involved in the development of the MD (Georgian) programme and to support their involvement has created University guidance documents (listed below) to describe an appropriate approach to programme development and delivery. These documents are based on the concept of using PDSA principles (stated in the SER as 'Plan – Implement – Check – Develop' with a list of 11 areas that are surveyed and analyzed) and this has been an effective way to develop the MD (Georgian) programme by reflecting and analyzing the experience of delivery of the very similar MD (English) programme. The expert panel was informed of several examples of collaboration. One was the teaching faculty identified and fed back information about a misalignment of the sequencing of some subject content delivery and the skills necessary for those subjects and this then led to a reorganization of the timetable. Another example relates to faculty members who were also involved in the Self-Assessment Group using the review as an opportunity to explore their experiences of programme delivery and agree deficiencies which could then be quickly addressed e.g. the need for and the purchase of a new anti-plagiarism software.

The University documentation reinforces the need for programme development to be a collaborative process. This evidenced by the Head of Programme being able to demonstrate at interview, that she had a comprehensive awareness of the various curriculum components and the extent to which they were constructively aligned to achieve integration both in delivery and assessment. She described her approach to ensuring the standardization of materials being developed by the academic faculty and that she would share this information with them in discussion at the Programme Development Committee which she led. Those academic staff interviewed confirmed this and most stated they were members of the Programme Development Committee which was an inclusive group. However although this group is intended to help with information sharing it is relatively informal as to which staff members should be on it and this has allowed over 40 staff members to be members of the Committee. While it is commendable that so many staff members are committed to the development of the new programme, the size of the group may limit the effectiveness of the decision-making process. A smaller group with perhaps a clearly defined representative membership might be more effective and also sustainable in the long term.

Both academic and invited staff when interviewed confirmed they felt involved on the process and partly this was due to their experience of working on the MD (English) programme. They were able to share examples of suggested changes they had given to the Head of Programme and the Dean and that these suggestions had been implemented. The Head of Programme also stated that she was keen to work on the establishment of a student portfolio as a method so supporting students in the progression of their skills development. Given that portfolios remain a describable but complex tool it would be beneficial for the Programme Development Committee to work with the Quality Management and Compliance department on this in order to standardize the portfolio in a way that will add valuable data about the quality of the programme particularly as it progresses into the later clinical years.

Alte University has a strong relationship with the Evex Group and much of the student's clinical experience will take place in the Evex clinics (and particularly in the Ivana Bokaria University Hospital.) This is an exclusive relationship for 5 years and provides a sustainable platform on which to base the quality assurance of teaching in the hospital and clinics. However, after discussion with the employers, other than those from Evex it became apparent that some had a limited understanding of Alte's plans for this programme. One reason suggested was that whilst Alte University had collaborated with other clinics this has mostly been through communication with the physicians in the clinics rather than those with a leadership/management role. Not communicating with managers leads to confusion and possible even unrealistic expectations in programme delivery due to an inability to release resource for teaching as required.

In conclusion it is clear that academic and invited staff have been involved in all aspects of quality assurance in the planning of the programme through the Self-evaluation groups and the Programme Development Committee and this work will be important once the programme starts and monitoring and feedback on actual delivery will be crucial. It is, however, worth considering ways in which students can be involved in this process beyond simply providing data through questionnaires etc.

Evidences/Indicators

- Self-Evaluation Report
- Education Programme of Medicine N17
- Programme Learning Outcomes
- Programme Plan
- Course Syllabuses
- Formation of Education Program Learning Outcomes & Additional Aspects (methodological guide)
- Educational Programme Evaluation methodology
- Results of Internal and External Quality Assurance, Analysis and Practice of Application
- Interviews with staff, students and employers

Recommendations:

- None

Suggestions for the programme development

- It is suggested that the documentation of the Governance Structure include some additional detail so as to further define the remit of the various sub-groups e.g. the Programme Development Committee and the representative role of those involved.
- Alte University might consider reviewing the decision to allow all those interested to be members of the Programme Development Committee and restructure it with a representative membership based on staff roles.
- It is suggested that the Quality Management and Compliance Department continue to be involved at the earliest stage of portfolio development planning so as to ensure that the data collected within the portfolios is accessible in a way that supports programme monitoring and programme improvement.
- The established communication with employers might be enhanced if Alte University ensured that as well as communication with physicians in the relevant clinics, they were also in close communication with those with a leadership/managerial role. This would help support the additional logistics of delivery when student numbers increase.
- It is suggested that Alte University might consider additional innovative ways in which the students can contribute to programme development beyond their providing feedback through questionnaires etc.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Alte University has adopted an approach to external quality assurance in several ways. First, they commissioned two external experts to review the programme and plan to repeat this approach with different experts every three years and second, they compared the MD (Georgian) programme to three other programmes - specifically the Universities of Bologna, Edinburgh and Vilnius and they plan to repeat this approach every two years. The University plans to expand its network of international partners in the future (currently three but expanding to over eleven by 2024) for reasons such as student exchange, staff development and research collaborations etc. and doing so will also increase awareness and understanding of many of the aspects of quality and quality assurance that are both common and different to that of Alte University.

The SER provided detail of the reports from the two experts although copies of the reports were not provided in the document submission pack. Professor Alfonso Recordare who recognized that the programme was appropriate and would meet the current expectations placed on medical graduates. However he also suggested that Alte University should review their decision as to the level of English language proficiency they have decided on. The second expert was Professor Maya Advadze from SEU School of Medicine who recommended that Alte University continue to enhance the level of curriculum integration by adopting a more extensive systems-based approach. As the expert panel were told on several occasions enhancing the level of integration in this programme is one of their ambitions going forward.

As part of developing that ambition Alte University chose to compare the MD (Georgian) programme to 3 other international programmes with the universities chosen being based on their varying levels of integration. In discussion it was suggested that whilst Edinburgh and Bologna were more advanced than Alte University in the extent of the integration in their programme, Vilnius University remained less so. Whilst these types of comparisons are very useful at this stage in programme development, a more detailed review of examples of fully integrated curricula might be more beneficial in the future.

Evidences/Indicators

- Formation of Education Program Learning Outcomes & Additional Aspects (methodological guide)
- Educational Programme Evaluation methodology
- Results of Internal and External Quality Assurance, Analysis and Practice of Application
- Interviews with staff, students and employers
- Self evaluation report

Recommendations:

- None

Suggestions for the programme development

- The current practice of identifying three institutions with various levels of integration for comparison has been very useful and has informed the programme developments effectively however in future there might be additional benefits derived from a more detailed review of one example of a fully integrated curricula through engaging with one of their new international partner institutions.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Given that the MD (Georgian) programme has not yet started there are no examples of evaluation results being used for programme improvement other than the example previously described which used information from the MD (English) programme which is currently being delivered as a way to inform improvements in the MD (Georgian) programme.

The SER described the detailed approach it has developed to allow effective programme monitoring and this was confirmed in discussion with the Self-Evaluation team, the Administration and the Quality Assurance team who gave examples of this working. The process is cyclical and ongoing however at designated times in the process that the Quality Management Compliance Department develops recommendations based on all the information gathered and then passes these to the Board of Directors (BoD) for consideration and response. It was reported that in regard to this programme the findings and recommendations made as part of the development process of this programme were sent to the BoD and were accepted without question.

Alte University collects data from a range of sources using different approaches and tools. They collected information from employers about their needs for graduates to be 'ready for practice' on graduation and in addition they contracted ANOVA to provide market research on the labour market needs. Whilst this was done

to inform the development of this new programme it a useful approach which if repeated on a regular basis would be an effective way to ensure that the programme continues to meet the needs of the employers and the health care needs of the people of Georgia.

Whilst the University wide systems appear to be well established and delivering as needed it might be that with the increase in student numbers leading to clinical teaching taking part in a range of different clinics it might be appropriate to consider a strategy related to field (medicine)-specific evaluation (e.g. to enhance the competency-based evaluation). This could lead to a Quality Assurance manual that covers these additional issues and is some way will differ from the University's and be specific for the Faculty. Given the strong partnership Alte University has with the Evex group it might be appropriate to collaborate in developing this aspect of the quality assurance of teaching and devise an approach that is not only effective but also beneficial to both parties.

Evidences/Indicators

- Formation of Education Program Learning Outcomes & Additional Aspects (methodological guide)
- Educational Programme Evaluation methodology
- Results of Internal and External Quality Assurance, Analysis and Practice of Application
- Interviews with staff, students and employers
- Self evaluation report

Recommendations:

- None

Suggestions for the programme development

- It is suggested that Alte University continues to maintain its approach to carrying out market research on a regular basis to ensure the programme continues to develop in a way that meets the needs of employers and the health care needs of the people of Georgia.
- Alte University might find it useful to develop a programme specific Quality Assurance element to be run alongside it's currently effective approach which applies across the University as a whole. Having a complimentary programme specific element might be able to cover the additional issues that may arise due to the number of students and the extent of clinical teaching that will take place in the clinics. This work might be enhanced if done collaboratively with the Evex group.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable): None

Name of the Higher Education Institution: Alte University LLC

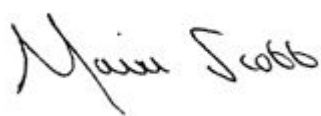
Name of Higher Education Programme, Level: One Cycle Medical Doctor (Georgian)

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

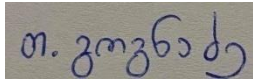
Signatures:

Chair of Accreditation Expert Panel



Professor Mairi Scott

Accreditation Expert Panel Members



Professor Tinatin Gognadze



Lasha Dolidze



Associate Professor Tamar Goderidze



Dr Davit Makasarashvili,