Higher Education Authorization Status Applicant
Self-Evaluation Form[1]

LLC David Tvildiani Medical University

Tbilisi
2018

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[1] Note: Institutions that are willing to carry out vocational education programs or are already carrying out vocational education programs are also required to fill out the self-evaluation form for vocational education institution status seekers.

Part I: Introduction

1. Description of the Institution

This section should include a brief summary of the institution (ex. historical overview, key points, trajectory and indicators)

David Tvildiani Medical University (until 2011 known as "AIETI" medical school) has been functioning since the 1992-1993 academic year. The idea of its establishment is related to generally to education and especially to the idea of international cooperation in medical education; when it became clear that the difference between Western developed countries and the Soviet higher education systems was huge, it became apparent that it was necessary to construct society based on knowledge, integration into the international community and a new type of approach of educational system: academic community (teacher and student) established in a manner where the success of the institution is based on the initiative and successful activities of each member.

It is generally well-known that establishing a new medical school gives its founders a unique opportunity to influence the medical education system; to train and develop professionals who successfully accomplish all the functions of a future physician. Additionally, in medical education, without a well-defined philosophical base, the medical school will be quickly transformed into a routine performance of traditional activities; it is also important that the longtime deviation from these principles leads to a "depression" of medical education. From this point of view, the organization of the teaching process, and even more, its successful implementation is vital; accordingly, along with the major question of educational institution "what to teach", it is equally important to define "how to teach"; specifically with this approach the University's first program was developed, which was completely different and alternative to all existing programs in entire Georgia (and the whole Soviet Union).

The graduates' first achievements, the recognition of their labour (learning), confirmed the academic community's belief that joint and purposeful work can consolidate the university's "vision" and the students' "dreams". Additionally, the first years of the University's activities were the most difficult - against the background of a civil war and political discord, the academic community had to work in conditions with lack of electricity, heat and sometimes water. However, the aforementioned problems were always answered with the development of teaching and learning. The opinion of DTMU academic community and its management is still unchanged. The country, its universities and the generally public must respond to all the challenges it faces in this way. These principles were incorporated into the foundation of DTMU at the time of its founding (the first decade of its existence) and became a guideline for future and subsequent generations. In addition, the aforementioned does not mean that it lives on the basis of corporate interests or a closed system; it always had fans who coordinated with students, and with their help, stands with the upbringing of a future generation of doctors. Primarily these are Georgian medical institutions, research institutes and Georgian universities. This support is very helpful and much appreciated by DTMU. Those are: the University of Klaipeda (Lithuania), Charles University, Hradec Kralov, Cologne and other universities that assist DTMU students and PhD candidates in professional growth and advancement.

For the further development of the University, the establishment and development of the authorization and accreditation process in Georgia are very important (the University met its second decade of existence with authorized and accredited programs); for the third decade of the University' work, it was vital to participate in the EU-funded Erasmus+ (formerly Tempus) grants competition (ePBLnet, PACT) of Legal entities of private law; this has brought new partners and experience, opportunity and commitment - to fully share the knowledge, as well as their own experience obtained through collaboration with partner and/or interested universities. This is an opportunity created for the country (including DTMU) by the Shota Rustaveli National Foundation in the

context of assessing scientific research (within grant competition). From that point onward, the university has become a member of European and International professional formats for its development (AMEE, AMSE, EBMA, ORPHEUS, UEMS, EUA).

The University boasts 476 graduated students. At present, 884 Georgian and foreign students are studying in a MD, MD ePBL and doctoral programs. 271 staff members are employed at the University working in academic, administrative, teaching, research and other departments. There are 7 departments within the University: 5 of them combine 39 disciplines (fields) to cover 74 courses in different modules; as well as delivering training in scientific-research and clinical skills.

Currently, DTMU, as well as the entirety of the Georgia and its medical education system face new challenges: Internationalization has become an important force for higher education; it has become a challenge and an opportunity for medical schools all over the world, including Georgia. The University teaches Georgian students as well as foreign students. On the one hand, the University has an opportunity to increase the Georgian population in a highly competitive multicultural environment where competition is based on mutual development oriented on quality of the learning outcomes; and at the same time, the obligation "is taken" towards the communities and countries from which foreign students hail and to which they will return to perform their professional duties.

2. General Information Regarding the Institution

Please provide accurate information regarding the organization that is factual at the time of application submission.

Title	LLC David Tvildiani Medical University
Name in English	David Tvildiani Medical University
Organizational and legal form	Limited Liability Company
Face	University
Identification Code	211360203
Primary Address (Street, N, City / city/municipality, postal index, country)	Ljubljana Street #13/ Mikheil Chiaureli street #6, city of Tbilisi, 0159, Georgia
web-page	www.dtmu.edu.ge
E-mail address	info@dtmu.edu.ge
Phone Number	2516898
Director	Levan Tvildiani
Director's E-mail Post Address	rector@dtmu.edu.ge
Director's Mobile Number	599 555 187
Administration Director	Nikoloz Goguadze
Administration Director's E-mail address	chancellor@dtmu.edu.ge
Administration Director's Telephone Number	592 896 556
Quality Assurance Service Director / Quality Assurance Functions responsible person.	Tamar Talakvadze
Quality Assurance Service / Person Responsible for Quality Assurance Functions Address:	quality@aieti.edu.ge
The mobile telephone number of the Head of Quality Assurance Service / / Telephone number of Person Responsible for Quality Assurance Service	597207424
Information Regarding Institution's Authorization (if applicable)	
Date of making decision and number of the decision	28/07/2011; 103
Expiry date of the authorization	2018, September 10

3. Quantitative Indicators

3.1 Programs[2]

Number of Higher Education Programs	3
Bachelor's	0
Master's Degree	0
One-step Program	**2**
Doctoral Degree	**1**
Teacher Training (60 credits)	0
Georgian Language Training	0

Number of Accredited Programs	**3**
Number of Accredited Programs by an International Organization	0
Number of joint educational programs[3]	0
Number of Exchange Programs	0

3.2 Students[4]

Maximum/Marginal Number of Students			1000
Actual Maximum/Marginal Quantity of Students			1000
	Active	Suspended	Program Completion Indicator
Total Factual Number of Students	884	134	42
Bachelor's	0	0	0
Master's Degree	0	0	0
One-step Program	**853**	105	42
Doctoral Degree	**31**	29	0
Teacher Training (60 credits) Credits	0	0	0
Georgian Language Learning Program	0	0	0
Number of Foreign Students	501	64	15
Number of students with special educational needs	0	0	0

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[2] Detailed information according to the faculties about the programs should be presented in the form given in Appendix 1.

[3] Envisages only those joint programs that are defined by the Article 2(z^{58}) of the law of Georgia on Higher Education.

[4] Data on students - according to faculty - should be presented in the form provided in Annex 2.

3.3 Staff[5]

Information regarding employed personnel at the HEI	
Number of staff employed at the HEI (including academic, scientific, invited, administrative and support personnel)	271
Total Number of Academic Staff	**68**
Professor	**17**
Associated Professor	**39**
Assistant professor	**12**
Assistant	**0**
Number of Scientific Personnel	-
Scientist	-
Post-doctorant	-
Total Number of Affiliated Academic Personnel	**64**
Affiliated Professor	**17**
Affiliated Associate Professor	**36**
Affiliated Assistant Professor	**11**
Affiliated Assistant	0
Number of international academic/scientific/invited personnel involved in teaching	0
Number of foreign academic/scientific/visiting staff participating in research	**5**
Invited staff involved in teaching process	**116**
Administrative and Support Staff	**82**

3.4 Other Quantitative Indicators

Number of researches implemented during the last authorization period and current researches	37
the number of scientific-research institutions	0
HEI's total budget	7,403,439
Budget allocated for research-scientific activities	345,000
Library functioning-development budget	32,000
The usage data of international scientific library bases	204
The number of students, for which students housing is designed for	369

4. Total Building Area[6]

total area of the institution in sq. km.	3083.01 sq. m. from which shared space is 334.44 sq. m..
The amount of total educational area of the institution in sq. km	2048.6 sq. m.
The amount of total educational area of the institution in sq. km	1034.31 sq. m.

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[5] Data regarding academic and invited personnel employed at the HEI according to faculties (with reference to the affiliate personnel) should be presented according to the form given in Appendix 3.

[6] Detailed information regarding areas of individual building at different addresses should be presented according to the form given in Appendix 5

5. Target Benchmarks[7]

	Factual Indicator	Target Benchmark	Estimating date of achieving target benchmark[8]
Ratio of academic/scientific staff number to the total number of administrative and support staff.	0.82	1.22	2021 year
Ratio of academic/scientific staff to the total number of institution staff	0.25	0.41	2021 year
Ratio of academic and scientific staff to the number of invited staff	0.56	1.38	2021 year
Ratio of academic, scientific, invited staff to the number of students	0.2	0.17	2021 year
Ratio of academic, scientific, and invited staff number to higher education programs number	63	57.3	2021 year
Ratio of administrative staff number to the total number of students	0.09	0.1 /1.	2021 year
Ratio of affiliated academic staff number to the total number of academic and invited staff	0.34	0.56	2021 year
Ratio of affiliated academic staff number to the total number of students	0.070	0.082	2021 year
Ratio of supervisors to the number of PhD students	0.97	1.33	2021 year
Academic Staff Retention Indicator	0.92	1	2021 years

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[7] Information regarding target indicators according to faculties should be presented according to the form given in Appendix 4.

[8] The expected date of achieving the target benchmark should not exceed 6 years

Invited personnel Retention Indicator	0.81	1	2021 years
Administrative and Support Staff Retention Indicator	0.87	1	2021 year
Graduate employment indicator (during last authorization period)[9]	88%	92%	2021 year
Indicator of graduate employability according to the awarded qualification (during last authorization period)	86%	90%	2021 year
Doctoral dissertation defense indicator since most recent authorization	5	5	2021 years
Ratio of administrative expenditures to the total budget	9 .3%	7%	2021 year
Ratio of funds allocated for research/art, development and creative activities to the total budget of HEI.	4 .7%	10%	2021 year
(Other Indicators Determined by the HEI)			
(HEI - indicated other indicators)			
(HEI - indicated other indicators)			

6. Self-Evaluation Team and Brief Description of Self-Evaluation Process

Describe the composition of the self-evaluation group, areas of their responsibilities and the entire process of the self-evaluation (approx. 1200 words)

Within the self-evaluation process of David Tvildiani Medical University, the following factors were considered:

1. Situational Analysis

avid Tvildiani Medical University analyzed the updated authorization standards and evaluated the current situation with the purpose of identifying the compliance indicators. Meetings were held with the University departments and relevant staff for the establishment of it. This process revealed the need for organizing and presenting information. Analysis and assessment of the situation was discussed at a Rector's Council meeting.

2. Creation of a self-evaluation process coordination group.

A self-evaluation process coordination group was established at the University, involving leaders of the University's educational programs, as well as representatives of the following major departments and services:

✓ Strategic Management and Development Department

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[9] Graduate employability indicators according to programs should be presented according to the form provided in Annex 1.

- ✓ TTeaching Methodology Department
- ✓ Chancellor
- ✓ Faculty Dean
- ✓ Quality Assurance Service
- ✓ Scientific Research Service
- ✓ Medical Education Center
- ✓ Department of Records and Human Resources
- ✓ Financial service
- ✓ Legal Department
- ✓ Department of Foreign Relations
- ✓ Public Relations and Marketing Department
- ✓ Daphne Hare Medical Library
- ✓ Information Technology Department

Based on the decisions made by the coordination group, the process continued in the format of thematic working groups, which prepared relevant information and data for the specific component of the authorization standard that was discussed by coordinating group.

Standard	Responsible
1. Mission and strategic development of HEI 1. 1. HEI Mission 1.2 Strategic development	Levan Tvildiani Sergo Tabagari Malkhaz Kokichashvili Nino Tabagari
2. Organizational structure and management of HEI 2.1 Organizational Structure and Management 2.2 Quality Assurance Mechanisms 2.3 2.3 Preserving Principles of Ethics and Integrity	Levan Tvildiani Nino Tabagari Tamar Talakvadze Paata Tsagareishvili
3. Educational Programs 3.1 Elaboration and Development of Educational Programs 3.2 3.2 Structure and Content of Educational Programs 3.3 Evaluation of learning outcomes	Nino Tabagari Malkhaz Kokichashvili Tamar Talakvadze Paata Tsagareishvili
4. Personnel of the HEI 4.1 Staff Management 4.2 The ratio of the number of academic/scientific/invited personnel Workload	Sergo Tabagari Ekaterine Zangaladze Jimsher Bregvadze Nino Giorgadze
5. Students and their support services 5.1 Obtaining student status, change and rule of recognition of education and students' rights.	Nino Tabagari Davit Tvildiani Salome Chkeidze

5.2.	5.2 Student Support Services	Nino Giorgadze
6.	Research, development and/or other creative activities	Sergo Tabagari
6 /1.	Research Activities	Tina Zurashvili
6.2	6.2. Research Support and Internationalization	Veriko Mirtskhulava
6.3.	Evaluation of Research Activities	
7.	Material, information and financial resources	Nikoloz Goguadze
7.1	Material resources	Davit
7.2	Library Resources	Demetrashvili
7.3	Information Resources	Natela Javrishvili
7.4	Financial Resources	Arsen Demurishvili

3. Preparation of the self-assessment report

The following activities were carried out in collaboration between the coordination group and the Quality Assurance Service:

- ✓ **Gathering quantitative data** - A large portion of the data needed for self-evaluation was available in DTMU and no additional effort was required, but a number of quantitative indicators needed additional search and processing [In the absence of according requirement until now, it became necessary to develop an approach for collecting and analyzing the data.
- ✓ **Analysis of the data** - The data analysis process included as quantitative, as well as, qualitative analysis.
- ✓ **Writing of the self-assessment report** - DTMU has developed for the first time the self-assessment in accordance with the upgraded standards.
- ✓ **Revision/editing of the self-assessment report**

Part II: Assessment of Compliance with Authorization Standards

Self-evaluation form should reflect the analysis of the activities of the institution and evaluation of results, as well as ways and means of improving relevant activities. Self-evaluation should be stylistically correct, clear, and clearly written. Each claim made in the institution's self-evaluation form should be adequately reasoned and based on relevant evidence, quantitative/qualitative data. For purposes of clarification of statistical and other factual information, the institution may use appropriate graphical imagery as relevant to the context.

*Institution authorization seekers please note: it is essential that the self-evaluation form is thoroughly completed. An incomplete self-evaluation form can become the basis for determination of the application as invalid. The self-evaluation form will be considered complete if:

Each field provided in the self-evaluation form is completed (if for any reason the required information is not applicable or is irrelevant to the specific institution, an explanation must be provided);

Information presented in the self-evaluation form directly responds to the requirements for descriptions of standard components and evaluation criteria;

- ➢ *Confirmation of the information presented in the form of self-assessment is provided for standards when confirming the information presented in the form of self-assessment, a list of documents and information indicated in the box of evidence / indicators of the standards document is provided; All documents, which are made in the self-assessment text, must be indicated in a sequence and presented as annex.*
- ➢ *With respect to each standard, each component is presented, Strengths and the areas which need to be improved*

1. Mission and strategic development of HEI

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

1.1.   HEI Mission
The HEI mission will focus on the main goals of Georgia and European higher education, define its role and place in higher education and society, at local and international levels.

Description and Assessment

The Mission and its implementation principles, as well as direction of strategic development and goals of David Tvildiani Medical University (DTMU) reflect the vision of the University's expectations that it has to contribute to the development of community members based on the development of academic community members (Appendix # 1).

The foundation on "Science" and "Best International practice" is integral and a major components of the mission defined by the University; corresponds to the goals of Georgian and European higher education system; The mission and the principles defined for the implementation of the mission are supported by the constitutional obligation of the Georgian state: – "The state ensures harmonization of the country's educational system in the international educational space" – realization. It (harmonization) means " continuous adaptation of higher education and research systems to changing needs, society's demands and advances in scientific knowledge", which cannot be ensured without independence and autonomy of the university, which is the basis for implementation of fundamental principles of great Charter of the universities in the European space .

Focusing the mission on "Realization of students' and academic personnel" and "promoting the process of creating optimal environment for teaching and research" refers to "autonomy" and "independence"; At the same time, both (autonomy, independence) are also unreasonable if they do not serve "permanent improvements of quality" (mission statement).

It is important to note that prior to the formulation of the University's mission, the university and its medical education program was created (in the first years since independence of Georgia) as an alternative to unified program in medical education, which existed throughout the territory of the Soviet Union (Annex # 2); this was a kind of "statement" on "Autonomy" and "Independence" and that a group of academic community had its own idea about the problems existed in medical field and medical education, students and their professor's needs and the entirely needs of Georgian community. Currently David Tvildiani Medical University, as a follower of Bologna Principles, is an Associate Member of the Association of European Universities; The fundamental principles of the Great Charter of Universities are the part of its statutes (University Legal Form LLC.); accordingly, "realization of students and academic personnel based on science and international experience" is not only relevant to the main objectives of Georgia and Europe but also formally guaranteed by the University's founder (appendix #3) and its academic community in practice. In the context of harmonization of Georgia, it is important for Georgia to "increase the role of the institution on national, regional and international levels in the field of medicine" (Mission Guidance Principle 4), which is impossible without "continuous improvement of teaching, learning, research and management quality" (Mission Guidelines principle 1) and promotes integration of the country in European university space. . At the same time, these principles of the statement of the mission (completely corresponding to the purpose of the country integration into the European space) cannot "provide" the above-mentioned if it is not part of the university life.

Over the years, the university's involvement in educational, university and professional networks and associations on national, regional and international level is the proof of the university activity at institutional, as well as program and individual levels. This, together with other Georgian universities, contributes to the integration of the country and increase its role on regional and international levels. "Contributing to creating the society based on education" is the most important guideline for university activities. Universities (including DTMU) need "autonomy" and "independence" in any country; however, this is not a goal, but only a way to create a knowledge based society that will guarantee their "autonomy" and "independence"; and provides generating new knowledge by these institutions for the service of community. Consequently, this principle of DTMU's statement is formally in full compliance with the goals of Georgia and European higher education, defines the university's public role and responsibility; Which is proved by the quality of graduates, students, teachers activity and involvement in the academic, professional and civil society groups.

Evidences/Indicators
1. http://www.dtmu.ge/index.php?Cat=1&sub=2&lang=2
2. University Mission and Strategic Plan (Appendix #1)
3. Copyright (Appendix #2)
4. David Tvildiani Medical University Charter (Appendix #3)

1.2.	**Strategic Development**

➢ HEI has a strategic development (7-year) and an action plans (3-year) in place.
➢ HEI contributes to the social development of the country, shares with the society the knowledge gathered in the institution, and facilitates implementation of lifelong learning.
➢ HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Description and Assessment

DTMU has a plan, which is a fundamental strategic document that determines its directions and activity for its future development. It reflects the University's seven-year development and three-year action plan. The document consists of an introduction part and a body section that describes and evaluates the university's social, economic and political environment; this is important for analyzing the risks and capacities on the path of realization of the set goals. The plan reflects the mission and goals of the University (12 goals); strategies for each purpose are defined; also, the document prescribes the reporting period (2011-2016). The current situation and pertinent factors, which help to analyze the prospects of achieving the seven year target set in the next part of the document and the justification for the implementation of a three-year action plan (appendix #1).

Every objective target (goal) in the plan includes all aspects of University activity (quality of study, research, quality of human resources, etc.) and each of them is formulated for modern medical education and is important for DTMU: Discussion was based on the scientifically approved researches and concepts in contemporary medical education and analysis of results obtained by own (conducted by DTMU) studies; Which is important to realize the "correctness of the goals" ("compliance of the goals"). Strategies to achieve each goal are formulated around each respective goal. The "compliance with the objectives" (achievement instruments) is confirmed by the DTMU Quality Assurance Service Self-assessment report carried out in

2016-2017 and 2015-2016 years (appendix #4; appendix #5).

Based on the analysis of the self-assessment, as well as the calculations of the data and documents, basic data and documents, surveyed in the reporting period and their outcomes, the formation of the draft strategies for strategic development began.   Each person involved in the agreement process (their unanimous understanding) needed to formulate their own demands, while the University's Strategic Development Plan team was responsible for reviewing and "transferring" the goals to the University's Strategic Plan (appendix #6) Therefore, DTMU's strategic development document is a "result" of various processes, communication with interested parties and joint efforts. Also, it was important for those involved in the process of development of the plan that the tasks were clear and well-understood by everyone, why they are engaged in special activities and responsible processes that are to be achieved in accordance with the objectives. Members also understand that the circumstances may change and develop and may require some task (and / or target) changes.

The three-year action plan provides tasks, relevant activities for their implementation, program evaluation indicators, deadlines and persons responsible for the performance and / or structures (appendix #4).   The activities carried out according to the tasks, evaluation progress, identifying problems, analyzing the possibility and adaptation to the changed circumstances is the content of monitoring on implementation of the action plan and confirms that the planned work is at being executed according to the predetermined plan.The process of evaluation or assessment of the job is also important, as the people involved receive experience and in this direction, "failure" as well as "success" are equally important. Accordingly, planning and evaluation of the document (strategic plan) at DTMU is a continuous cycle of evaluation, monitoring, revision and adaptation; it includes the determination of the need for changes in the plan itself and the necessary steps towards its/their implementation.   In addition, work does not always develop through an ideal cycle: Since all phases of development involve adaptation and modification, this process is more "spiral" than "cyclical" for DTMU (appendix #7).

All structures, self-governing bodies and representatives of academic community are involved in the development of the Strategic Development Plan as well as its implementation; namely, 1) Strategic Development Committee, responsible for planning and monitoring the process: Strategic plan development, monitoring plan, general monitoring, hearing results, analysis; 2) Quality Assurance Service: Determination of the QAO's "target"; description of the situation in relation to the "targets" and assessment of achieved results (strengths and weaknesses), assessment of effective strategies (achievement tools), assistance in finding new instruments; 3) faculty program management groups (committees, faculty structures). Planning and execution of activities; contribution of teachers, students, administrative groups to discussions; 4) other structures: Councils, medical education center, library, IT service, academic department, public relations and marketing department; Planning and Planned Activities Assessment Reports and Participation (Responsibility of the persons / structures in accordance with the planned objective (appendix #4).   For effective implementation of the planned work, the University has an internal monitoring plan for each month of the three-year action plan to ensure timely execution of the planned work. Determining weaknesses, providing necessary information for persons responsible for the work in order to be able to make the right decisions quickly (appendix #8).

The Strategic Development Plan of the University includes all aspects of its development; each of them will be considered for the university in the context of contribution to social benefits, starting from the University Mission and for each purpose of the Action Plan; each aspect of the university activity "improvement of the program", "Teacher training", "promotion of students", etc. The development and strengthening of the University is also aimed at contributing to the development of society, knowledge sharing, and creating education based on knowledge. In the context of "contribution to the development of society", the Strategic Development Department of the University has been formulated with the following tasks: X. Public relations Objective - the growth of the quality of life of society, cultural growth and the growth of intellectual capital (appendix #1). The strategies relevant to this objective, as well as the review of the reporting period, as well as the new 7-year and 3-year targets are described in the Strategic Plan document; the university works with interested organizations and national and international governmental and non-governmental organizations, professional associations, other universities and academic groups; working formats are discussions, knowledge-sharing, conferences (including DTMU-based conference "improvement of academic standards in education" ISE; DTMU student conferences and events); financial and other promotion of University members

representation to ensure active involvement in professional associations (AMEE, AMSE, GMSA, GAMSI, EBMA, GIMPHA, etc.), also their involvement in continuous vocational programs. DTMU has jointly planned and implemented activities with the Estonian Medical Cluster in the framework of DTMU strategic targets and continuous professional development of doctors (appendix #9). In the wider public context, university teachers, PhD students and others participate in free medical examinations, TV programs dedicated to community education, consultation seminars, schools arranged especially for this purpose, (facilitation of disorder prevention, etc.) in Creation and dissemination of Educational fliers, brochures, healthy life style, etc.). (appendix #9).

Based on DTMU students' initiative and preparation, the following are held (some annually): "The norm and pathology of the human organism (anatomy) and functional (physiology) basic medical issues with clinical interpretation and system based organization - "Joint project of Georgian Nurses Association, DTMU and Media Club Georgia; the course was provided to 27 nurses of the Association (appendix #9).

World Heart Day - an event prepared by DTMU students to raise public awareness (theatrical play, flyers, etc.). In various districts throughout Tbilisi.

International Day of Diabetes - joint action of DTMU students and supermarket "Goodwill" (stand, flyers, slogans supplied for healthy lifestyle and diabetes prevention, consumer consultations and explanation of diabetes prevention mechanisms and/or management tools).

Screening Center "Children for Parents against Breast Cancer" included 40 DTMU students

First Aid training at the University (120 participants) and in schools (600-650 pupils);

"Immunization and Vaccines Association" created by DTMU Group for the purpose of education for the population;

Participation of students (30 students) in the Vere Gorge to help clean up the area and provide first aid to the victims;

DTMU has been cooperating with the "Solidarity Foundation" since 2015; also helps international humanitarian Union "Catharsis", sponsors mass media (appendix #9).

Evidences/Indicators

1. Strategic Plan (appendix #1)
2. Action Plan (appendix #4)
3. Strategic Development Methodology (appendix #6)
4. Mechanisms for monitoring of the strategic development and action plan (appendix #7).
5. HEI's 2015-2016, 2016-2017 academic year reports (or evaluation (appendix #5)
6. Internal Monitoring Plan (appendix #8)
7. Report on activities carried out for contribution to public development (appendix #9)

☐ **Strengths and Areas for Improvement**

Please provide HEI's strengths and areas of improvement in compliance with the requirements of the standard's component

Strengths

1. The mission of the university considers and is relevant to the main goals and priorities of Georgia and European Higher Education;
2. The Strategic Plan reflects the University's values and mission;
3. The University's' strategic development plan is created through a joint and team effort.
4. Strategic planning methodology has been developed using the logical framework approach (LFA);
5. The activities in the Action Plan and the work to be implemented are logical, with indicators and responsible structures/persons.

6. The existence of an internal plan for effective monitoring of the implementation of the Strategic Plan.
7. It takes into account the development of persons involved in the monitoring mechanisms of implementation of the strategic development / action plans.
8. The University shares its accumulated knowledge with society, which is also reflected in its future strategic plan and planned activities.

Areas for Improvement
1. The full and absolute realization of the development of the persons involved in the development of the strategic development / implementation plan and monitoring mechanism.
2. The working group and the rest of the academic community agree on the quality of the work done in the process of assessing the progress ("quality" assurance).

2. **Organizational Structure and Management of HEI**

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

2.1. Organizational Structure and Management
➢ Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan.
➢ Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation.
➢ HEI's Leadership/Management body ensures effective management of the activities of the institution.
➢ Leadership of the HEI supports international cooperation of the institution and the process of internationalization, considering the mission and objectives of the HEI.

Description and Assessment

The organizational structure of the University is provided by joint work with the activities defined by the Strategic Development Plan (annex #10). It is important in this regard (the selection and strategy of the organizational structure of DTMU; during the university creation period: Values based on personal interaction and uniform (similar) values; at the same time, the personnel and the integration of public interests (when privately some "freedom" is granted to the subject of the law is used to focus on the University's activities and public interest (appendix #3).

Currently, it is at the level of integration of structural formation (maximal quality from decentralization), which is a rational development path for the following reasons: (i). Organization structure and parts thereof exist and the necessary ties are established; (ii). The components, departments, structures, functions and objectives are set out and have specific duties and responsibilities; (iii). The University has experience and practice with vertical as well as horizontal communications channels with the active use of speed information transmission and therefore (iv). It is able to decentralize decisions and make the process "safe".

All of the aforementioned are important because the University provides structural units to act on the principle of cooperation and mutual support; the activity of the hierarchical levels of the management in the University depends on the quality of all others and is subject to the common objectives of the University and activities defined by the Strategic Development Plan (appendix #11); the University's

Self-governing bodies - "managing group", rector, chancellor, rector's board, academic council, dissertation board, disciplinary commission.

Managing Group - a self-governing body founded by the founder and accountable to the academic community;

Rector - the University's executive director. Presents to the managing group orders on internal regulations, budget plans, regular reports, other documents (important for the whole University); the Rector has two vice-rectors - in educational affairs and strategic development and management, each headed by the relevant department and is a member of the management group.

Rector's Board - a self-governing administrative management body, represented by members of the University academic community (teachers and students included) and heads of other administrative structures. The board reviews regulations presented by the Rector, budgeting plans, other documents, reports and statements; discusses the issues of establishing organizational units, approves annual reports submitted by the dean;

Chancellor - administrative manager in the field of economic, material and human resources (with technical personnel). Represents the HEI in financial and economic relations, within the scope of authority.

Quality Assurance Service - an independent structural unit providing assessment of research and general institutional management as well as developing guidelines for sharing the standards of the higher education and the best international experience; closely cooperates with external control agencies.

Academic Council - The primary body in terms of scientific and pedagogic activities that discuss strategic plans, academic and research activities in the context of the strategic plan of the University, approves faculty educational programmes.

The Dissertation Board - a self-governing body to accredit the academic degree of doctor in medicine and biology, whose decision is approved by the academic council and is finally drawn up by the rector's order.

Disciplinary Commission - a constituent body established for a fixed term, which discusses disciplinary misconduct; the composition is determined from the Academic and Rector's Board. The number of students represented on the disciplinary commission cannot be less than half of the total staff.

DTMU has two schools - "AIETI" Medical School and the Public Health School; the latter (PHS) currently does not carry out educational programs and is focused on developing research and post-diploma education as well as re-training courses.

"AIETI" Medical School, Faculty of Medicine (hereinafter "Faculty") is oriented on teaching and research in medical education, implements students' preparation for further diploma and diploma in medical education; post-Diploma specialization programs including continuous professional development; the Faculty is currently implementing two 6-year programs, equal to Master's Degree: MD and MD ePBL; It also provides the Doctoral Program in "Biomedical and Health Sciences"; Implementing two resident programs in "Family Medicine" and "Internal Medicine". The faculty acts as a somewhat independent structure within the University; it does not have an independent budget, but also makes decisions on behalf of the University on the issues discussed by the Rector and/or Dean's council. The faculty is responsible (together with other unites) for the realization of the strategic goals and plans of the University; specifically, it may create and implement training programs in accordance with the Law on Higher Education, bylaws of adaptation; foreign and other structural units are also envisaged.

Self-governance of the University by the academic community members is conducted through academic self-governing bodies;

Other academic and administrative parts of the University: Department of Strategic Development and Management, Medical Education Center, Daphne Hare Medical Library, Rector's Office, Chancellor's Office; Faculty - Dean's Office, Other Offices.

The Department of Education - is responsible for ensuring the proper functioning of the learning process,

planning, organizing, control and analysis; The Department incorporates the Training Methodology Division, Computer Training and Evaluation Center, Training Inspectors;

The Department of Strategic Development and Management facilitates the work of the Managing Group to develop the Strategic Development Plan of the University, based on an in-depth analysis of self-assessment of the current situation in university activities; its work includes the strategic plan for each structural unit, the increase of international recognition of the University and the augmentation of internationalization. The Pro-rector is headed by the DPU Strategic Development and Standing Committee; the Department of Relations with Foreign Relations Department, Department of Records and Human Resources is responsible for his responsibility. Public Relations and Marketing Department.

The Medical Education Center has been founded (Project # 530519-TEMPUS-1-2012-1-UK-TEMPUS-JPCR-ePBLnet) to facilitate Georgia's integration into a common European sphere of higher education; as well as establishing a quality education system and maintaining the continuously updated and continuous processes of its development; to conduct and promote scientific research in the field of medical education;

Daphne Hare Medical Library - academic, educational and cultural subdivision, providing educational training, research and pedagogic work through literary and informational materials.

Under the Rector's direct subordination lies the financial and legal departments. The Financial Department is responsible for implementing the economic and accounting policies established by the institution of the Department; implementation of actions within the established budget; the Legal Department provides the legal provision and expertise of the activities carried out by the institution and all the structural units. The Chancellor's responsibility includes Information Technology Department, Security and Security Service and Economic-Technical Service; It is carried out by the Vice Chancellor to monitor the ongoing processes in student dormitory; each of its services provides the functions defined by internal regulations whose implementation is essential for the normal functioning of the University.

Dean's Office - the composition is consistent with the purpose of fulfilling the functions defined by the Dean's statute. The Dean has 3 deputies - in the field of medical education, scientific and student relations; it also includes the Assistant Dean, Student Registry Administrator and Coordination Service.

Faculty Departments - academic research, post-graduate education and continuous professional development; doctoral committee, career development assistance and graduate cooperation, faculty departments and clinics.

Scientific Research Service - facilitates research on scientific research in the field of biomedicine and public health in the University base and provides scientific research skills for PhD students.

Postgraduate Education and Continuing Professional Development Center - Develop and implement the resident program in appropriate manner; Develop a continuous professional development strategy and action plan.

Doctoral Committee - Doctoral Committee Academic structure on faculty, which together with Dean and Dean's Council, performs academic, academic and administrative management of Doctorate.

Career Development Assistance and Graduate Department of Cooperation - Taking into consideration the university announced mission, support and support staff and students for career growth.

Academic Faculties: there are 7 departments. 5 of them combine 39 disciplines (fields) to cover 74 courses in different modules; also departments for scientific research and clinical skills training. Organizational structure of academic departments (appendix #12).

- Reflects the so-called medical disciplines including specialized in the area, which facilitates communication between them: (i) what is the supply and the discipline required by the disciplines

in the program module; also (ii) is intended to develop programs: In the case of new modules, "Support" and participation is appropriately determined for development and deliver;

- Facilitates the planning, gradual monitoring and evaluation processes of competences (knowledge, skills, professional values, approaches) required in a wide range of disciplinary contexts in a student's field of knowledge / skills;

- Facilitates research (other research activity) in planning, engaging, and / or engaging in research In the assessment section (especially doctoral projects) their cooperation;

- Involvement and representation of their (departments) in the university structures and committees;

- Facilitates interdisciplinary co-operation within the framework of continuous professional development [between departments and / or departments] and / or continuous medical development (between the departments);

- Departments of basic-medical and clinical sciences, discipline-specific scope characteristics, is important for future career choices and development: Their (specialized) in-depth awareness, support with individual curriculum and / or choice of scientific work.

In order to implement the clinical part provided by the departments, DTMU has signed agreements on cooperation with leading clinics of the country and university international partners (appendix #88). Timely, effective and "correct" (improved academic success of students in academic, scientific and administrative issues, promotion of research, continuous professional development of teachers, etc. Please see The goals of the University's Strategic Plan) to ensure solutions, during the reporting period, a number of structural and staff changes were made, in particular: (i) The university management group was established; the new Statute of the University was elaborated; (ii) the structure of the strategic management and development of the university was created (the proctor in this direction); (iii) strengthened by various administrative units (e.g., Dean, education department); (iv) graduate and Continuing Professional Development Center was established; (v) Scientific Research Service; (vi) Cooperation with promotion of career development and graduates. In the management of the current organizational structure of management (the logical relation of the unified functional system within the university system "Correct") will be effective; Considering the following arguments: The activities of hierarchical levels of management depend on the quality of all other (new students, additional staff) activities, and as noted above, the development of the university structural organization took place during the reporting period; Also, in the management of human resources, the university has developed a new concept of development.

As well as the 4th standard of this document and annex 43), to implement the survey and assessment of staff development and management reorganization results in the planning and research and needs to be conducted (provided by Quality Assurance Service). The procedure for selection / appointment at the university is transparent, fair, legitimate and relevant to the charter (Appendix # 13); personnel appointments in the management of the university administration are carried out by direct founder and rector, namely: Rector of the university is appointed university founder; The Rector (DTMU) is appointed by the founder, Chancellor, Head of Quality Assurance Service, Dean, Head of the Library. Representatives of all other structural units are appointed by the direct supervisor and / or rector by the candidate for the rector's council and the decision made by the rector's order. As a policy of management efficiency monitoring and evaluation system, the university considers the self-regulating mechanism to provide management feedback (Annex # 16). Available Rule for Documentation of DTMU is in accordance with acting legislation (Annex #14), though e-

documentation software is not technically implemented yet (purchase is planned). Running of Educational institution Registry is appropriate with law.

The University has made a plan to completely or partially eliminate risks to ensure continuity of major processes. The plan describes all important issues for continuity of business processes, goals of the plan, policy, roles and responsibilities, training methods and means. Determines the likelihood and potential impacts, response mechanisms and time (Annex # 15). Work on the implementation of the elaborated plan is underway.

The University promotes international cooperation: Even the foundation of DTMU was based on the idea of need for the internationalization of education generally and especially in the field of medical education; originally the institution was established as "AIETI" Medical School and was founded for specialization abroad, then DTMU, its curriculum changed and integrated English language textbooks; from the language of learning, naturally, Georgian and English language programs were established, which enabled its participants to compete in postgraduate education and residency programs; the necessity of the English language was also critical in the professional context of the need for involvement of Georgian staff (students and doctors) in the international professional community; (internationalization) reflected in the mission and strategic development plans of the University and became the practice of the University (appendix #17).At present, the university has foreign students as well as the international dialogue, collaboration and internationalization process. It is an important collaborative work for its development (namely AMEE, AMSE, EBMA, ORPHEUS, UEMS, EUA), which is reflected in its strategic and action plans. (see Strategic Plan Fifth Target) Participates in International Projects (PACT; ePBLnet, INTEGRITY); Ready for new (TASK, BIOTUNE, CDMed, DREAM, HERD) projects; Acquired experience in its own university and is shared on national and international level; Facilitates student training and research purposes for their international mobility (see previous document standard #5; encourage their mobility and involvement of foreign experts in Georgia (EBMA, ORPHEUS, WFME) in involvement of student and young doctors as well as international professional associations of teachers (IFMSA / GMSA, UEMS / GAMS) membership fees and mobilization; Supports international contacts with the purpose of inviting foreign consultant and / or opponent to facilitate doctoral readiness and research. Cooperates with DTMU graduates in Europe and the United States, as well as to facilitate the future career growth of university students (including the possibility of specialized abroad) with GIMPHA. The academic community of the University agrees to the internationalization policy for the purposes of assessment and further development of the University (appendix #18).

Evidences/Indicators

1. DTMU Structure (appendix #10)
2. DTMU Statute (appendix #3)
3. Functions of structural units of the institution (appendix #11)
4. Organizational Structure of the Faculty Academic Department (appendix #12)
5. Regulations and procedures for election/appointment to the management bodies;
6. HEI work conduction Rule (appendix #14)
7. Procedures for Continuous Business Conduction (appendix #15)
8. Mechanisms for monitoring management effectiveness and evaluation system (appendix #16)
9. Internationalization Policy (appendix #17)
10. Results of personnel and students' surveys for encouraging international cooperation and internationalization possibilities (appendix #18)
11. Agreements with Databases (appendix #88)
12. The concept of development of the University (DTMU) in human resources management (appendix #43)

2.2. Internal Quality Assurance Mechanisms

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

Description and Assessment

The official structures and bodies of the University ensure format of collaboration with QAS. For the annual planning, monitoring and evaluation of self-assessment, the QAS creates the Quality Assessment Group by compulsory engagement of academic staff and students. The experience of the QAS activities (including above rule) has shown that the involvement of academic community in the quality assurance group brings additional benefits of improving learning and teaching processes.

The head of the QAS is responsible for the implementation of the monitoring of the strategic plan and quality insurance. Its functions should include:
- o Quality expertise and promotion of the faculty and university's other parts
- o Coordination of the QAS activities across the University
- o Reviewing of the external requirements, such as the instructions of the External Quality Assessment Agency, to interpret and adapt to the university context;
- o onitoring the quality of departments activities and gathering information, for example, for the strategic management purposes;
- o Administrative tasks related to quality assurance management, such as surveying students or Preparation of Documents Required by the External Quality Assessment Agency;

Every year, a plan of activities are developed for quality self-assessment purposes:
- o Determine Quality Assurance "Target" objectives;
- o Describes the background related to "targets";
- o To evaluate the defined targets (strategic development) and reached results (strengths and weaknesses);
- o Continue working according to effective strategies and bringing new ones – on research-

based results.

For QA Methodology following components are used: background description of Quality Assessment goals, quality evaluation of conducted activities, Quality Indicators and evidence of carried out work (Appendix # 19). Reports of Quality internal assessment are discussed at the Strategic Development and Management Committees; Report, presentation and approvals are made at the Rector's Board. Quality assessment results are reflected in the University Action Plans (for the purpose of planning, adjusting, and / or new activities), which will ensure the improvement and development of the University's further activities based on the assessment results.

he DTMU professors' evaluation system is currently based on students' assessment, for which the so-called "DREEM" (Dundee Ready Education Environment Measure) questionnaire is used, the most part of which reflects the student's assessment of the teachers. This is the internationally recognized instrument in medical education evaluating educational environment used by the university. Experience has shown (a number of activities based on student estimates) that in specific parts scores have been improved (compared to the 2009-2010 academic year). Results from the last survey has shown that the overall DREEM score of teachers is 35/44, which is identical to "ideal teacher". However, there are a number of challenging issues, such as: "Teachers are authoritarian; "Adequate feedback ability", "ability to criticize students in a constructive manner"; Moreover, in the assessment of the teachers (if compared with each other in the 2009/2010 and 2017/2018 academic year) it is clear that improvement has been achieved in recent years (appendix #20). In addition, teachers are constantly re-evaluated in accordance with new courses and/or course format changes, including in surveys aimed for program improvement (Results of Student Survey) (in Appendix # 35, 3 and 4). There are interesting studies conducted by QAS about students' self-assessment and their performance and how are the results in accordance with their faculty evaluation. In frames of research, special survey was developed for DTMU ePBL – program students, which enabled students to evaluate themselves and their course-mates performance in same category of ePBL program; at the same time, each student was evaluated by a tutor in following components: (1) Preparation for PBL session; (2) contribution to PBL session; (3) attitude towards students and tutors. Changes in self-evaluation and students assessment were seen during the research process itself. Moreover, further studies are needed to determine whether the student's "over self-assessment" or "under-assessment" influence their educational strategies and provides practical applications; In particular: (i) data analysis gives ability, to persons responsible for the MD program, to realize how students can self-evaluate their work and if it is in accordance with faculty evaluation; (ii) provide features for individual evaluation of students (as of future physicians) for the purpose of feedback and development; evaluation results for feedback, evaluation may be useful for tutor development (appendix #21). In 2016-2017 and 2017-2018 first-year students' academic success analysis was conducted, in context of Unified National Examinations, the aim of which was to improve the enrollment requirements / criteria in the DTMU (Annex # 22) based on Unified National Examinations.

To describe the learning progress, following indicators have been used for report: A) "permission to quiz" - checks and summarizes the daily / current work of the student; B) "quiz passing indicator" - summary evaluation, which checks that at least minimal standard level of university planned learning objectives are achieved. The following was used for the preparation of the report: 1. The information published by the National Assessment and Evaluation Center (amount of a grants obtained by a school-leaver, which self-ranked option he/she was enrolled at, fresh/scaled and passing scores, which subject was the key for an enrollment); The scores obtained after passing complex quiz-examination of the module. The mentioned data is discussed based on students' path (I and II) and their comparison, because students are divided into groups and paths according to their final scores at Unified National Examinations (the competition score), and additionally because in I and II path-groups, students are delivered similar concept modules in different sequences, which might be influencing academic results.

The results of the previous two years shows:

1. The scaled score and grant obtained on Unified National Exams, have strong influence on students' academic progress and following characteristics: allow to quiz, passing quiz on first attempt, indicator of transition to the second semester;
2. The motivational factor (measured by DTMU as first choice) is certain (scaled In connection with the score and the grant existence), have a student academic attendance in the semester;
3. Based on study results, highest impact on academic progress, has average scaled score and not obtained funding itself (although these two parameters are connected to each other);
4. Most DTMU students are enrolled in subject - "biology".
5. In the absence of a grant, in students enrolled by biology exam, academic performance is low
6. The students with the same Unified National Exam scores are having difficulties with first semester (all categories, totally) II module: Introduction to Medical Sciences 2

The research has made some practical recommendations that the University will take into consideration when planning the student contingent and inquiry. Analyze student enrollment criteria by Unified National Exam and review of minimum grant demands;

In condition of unfeasible recommendation 1, consider better syllabus individualization of alternative pre-medical disciplines to assist with student academic progress, like in: Mathematics, Physics, Biology, Chemistry and / or Sunday Schools; Programs "Individualization") review;

✓ Pay more attention to the application at the National Examinations Center in elective courses;
✓ More work on motivational factors: More information about the program, as well as the initial stage of teaching (1 week, 1st month)
✓ Introduction to the targeted "revision" of medical sciences: Training time, format (additional forms), course of courses, and communication with the module and exam centers to analyze and improve.
✓ Targeted Communication with National Examinations Center for more details of the Unified Entry Exams, for example: Calculations of scaled scores
✓ Technology, influence of the elective subject, etc. Information that can be useful for a similar analysis (appendix #22).

Evaluation results are reflected in the action plan and / or university (7 year) targets, including internal data collections in focus groups. The possibility of development of internal culture is reflected in the strategic plan (12th goal); Important Principles for Implementation are given in the Annex to this Self-Assessment Report # 19; DTMU Significant Characteristics of Quality Assurance and Important Principles of Development; Quality Assessment procedure and the report of the results carried out during the reporting period are reflected in Appendix # 23: The use of quality assessment results and the use of the results report; The above mentioned survey (appendix #22) was also an important consideration for the planning of the students contingence, as state sets it scope by authorization process. Planning is carried out by human, financial resources and infrastructure, the scope of the academic workload of teachers (Appendix # 56) and according to the "norm" of student-educators. As well as the actual number of students enrolled in the Annual Situation Program (on the workload of the pedagogical composition at David Tvildiani Medical University (DTMU) and DTMU in accordance with the student contingency planning mechanism (appendix #24).

Evidences/Indicators

1. Characteristics of DTMU Quality Assurance and Important Principles of Development (Appendix # 19)
2. DTMU statue on pedagogical staff workload at David Tvildiani Medical University
3. Analysis of the first-year students' academic performance in the context of Unified National Examinations
4. DREEM survey and analysis of results
5. Student quota planning mechanism and methodology

6. Students' self- and peer-evaluations in ePBL. Comparative analysis of a benefit of correspondence with tutors' assessment and their future professional progress.
7. Report of Quality Assessment procedure methodology and use of results (appendix #23)

2.3. Defending Principles of Ethics and Integrity

HEI has developed regulations and mechanisms that follow principles of ethics and integrity. The institution has implemented mechanisms for detecting and preventing plagiarism. HEI follows the principles of academic freedom.

Description and Assessment

DTMU has developed rules for ethics and behavior for students and university personnel; the development of which has been ongoing for the past years to establish academic integrity and make this integrity as "casual/usual" for academic community, Tnew methods and means of prevention of plagiarism and finding "correct" answers to them (including prevention). In this regard, the university has conducted deliberate work: Developed a concept of protection of academic integrity in special studies, research and other university activities, which is important because modern technological development has opened and made it as "united" international academic space; access to valuable material (academic papers or other) through other internet resources has made it easier to find desired information. This is a very positive event, including the development of scientific-research activities; however, there was also a real problem of plagiarism in both international and Georgian academic space.

The "appropriate" attitude to plagiarism in the university area, its policy practice and adequate response is the responsibility of all universities, academic staff and students' themselves, which is supported and monitored by the University Administration.

The aforementioned concept describes the attitude of David Tvildiani Medical University concerning academic honesty; namely its prevention, monitoring and response rules. It also reflects the existing practice in the university and development opportunities in this particular area. This is recognized and shared by both academic and scientific as well as entirely university society, since it is absolutely clear that no new knowledge is created without "good faith" and no specialist is established (appendix #25).

The necessary amendments were made in the Code of Student Ethics, the Regulations of Research of University, the Regulations of the Dissertation Board, appendix #26, appendix #27; appendix #39).

Now a days, university have resources against plagiarism and is conducting training courses to teach how to use appropriate technology against plagiarism. Developing academic writing skills and raising awareness on academic honesty in DTMU is established for both – undergraduate and doctoral studies. Within the framework of the MD and Doctoral Studies "Courses of Scientific Research" will be provided: "Scientific language"; "Scientific Writing Style"; "Writing and Types of Scientific Work"; "Research as intellectual property"; Themes of "copyright and plagiarism"; Ethics in Scientific Research and other relevant issues. The university acquired institutional license of the "Turnitin" technology against plagiarism. Also, the instructions for using this resource have been created "Tailored to Teachers / Instructors" and "Tailored to Student", created a special reference for plagiarism for DTMU students.

Its implementation is underway, providing information about these instructions before all courses of DTMU teachers; the teacher and student can individually take this instruction; At the same time, the process is currently underway, and the university is very much aware of the possibility of engaging in the framework of the EU's Erasmus + project (GEORGIAN INTEGRITY OF HIGHER EDUCATION INSTITUTIONS IN QUALITY TEACHING AND LEARNING IN GEORGIA / INTEGRITY) The main goal of which is the assistance of Georgian Universities in the field of academic integrity.

The aforementioned flaccid ongoing of process is having its bases according to academic community members: Lack of knowledge and experience with regard to the issue in full recognition of the obligation of the importance of academic Keyline; consequently, the university is involved and will be able to get answer from European colleagues, to fully implement the process (to overcome "flaccid" ongoing).

(i) In what case are the "similarities" actually plagiarism and what are the internal regulations of the University, the current practice: Essay, thesis, statement, presentation, dissertation (its various parts). (ii) What to include

in the academic writing curriculum for its qualification: Teaching / learning / evaluation and their tools. (iii) Besides formal courses, what are the possibilities for student tutors in European universities? (iv) What additional methods and means are available to prevent plagiarism: Which mechanism is effective from formal regulations, documents and practical experience; does this mechanism(s) have a cultural impact? (v) Which are the most efficient from the PR campaigns (outlets) of the PR campaign; does it have any impact on cultural aspects or experiences?

HEI follows the principles of academic freedom. In the relevant regulatory acts of the HEI; Also recognized by the DTMU Charter and guaranteed by the principles of academic freedom (Annex # 3); consequently, university is declaring its obligations to Georgian and international communities (the University is an individual associate member of the European University Association).

Evidences/Indicators

1. Concept of academic honesty in study, research and other university activities (Appendix # 25)
2. Action procedures and mechanisms for plagiarism detection, prevention, and regulations in case of plagiarism (appendix #26);
3. Student Ethics Codex (appendix #27)
4. HEI internal Regulations (appendix #28)
5. Rules for regulating DTMU academic processes (appendix #39)
6. DTMU Charter (appendix #3)

☐ **Strengths and Areas for Improvement**

Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
1. The new organizational structure of the University provides the activity defined by the strategic plan;
2. The rules for appointing the governing bodies in the university are relevant to the applicable legislation, fair and transparent;
3. Structures are set up to improve management (among other things) in the University;
4. The University provides the registry and proceedings in accordance with the law;
5. Has a newly developed (pertinent to modern international demand) business continuity plan;
6. The University has a vision of development, structural development, structural organization and management in the action plan;
7. In the university there is an awareness and practice for internationalization obligation
8. The existence of a structure-oriented system of quality assessment, the practice of permanent communication of university structures and members of the academic community in quality assessment and monitoring;
9. The existence of practice based on self-assessment results of the strategic development quality;
10. The "quality" indicators (enrollment criteria, human and material resources, etc.) for planning the student contingency have begun;
11. There are legislative academic and technological resources available for the prevention of academic honesty in the university;
12. The university is involved in the development of academic honesty in the European project, which is a good prerequisite for the University's rapid and "correct" development.

Areas for Improvement
1. Developing new structures for the improvement of management processes in the university;
2. Complete implementation of the continuous plan of new business programs in the university life;
3. Implementation of the University's new structures development and improvement of action plan management.
4. Find new ways and means to develop internationalization and improve existing ones;
5. Implementation of important characteristics of quality assurance and development of important

principles of development in university practice;

6. Development of the University in the planning of student contingency
7. (Introduction of key indicators in relation to the issue);
8. The University's maximum involvement in the academic integrity project and the full implementation of the project's planned results.

3. Educational Programs

HEI has procedures for planning, designing, approving, developing and annulling educational programs. Program learning outcomes are clearly defined and are in line with the National Qualifications Framework. The program ensures achievement of its objectives and intended learning outcomes.

3.1. Design and development of educational programmes

HEI's has a policy for planning, designing, implementing and developing educational programs.

Description and Evaluation

For planning and developing educational programs, the university has methodology based on Tuning Project Curriculum Planning, Implementation and Transmission Model ("Tuning Quality Development Cycle"). The methodology describes the guiding principles for the program planning, explains issues such as determination of program goals, description of program profile and of expected learning outcomes with knowledge, general and subject-specific components. It explains formation and description of academic content (topics) and structure (modules and credits); determining the types of educational entities and activities intended for achieving the agreed results; establishing the methods for achieving results and assessment. The methodology also discusses two equally important issues for the modernization of the curriculum: Preparation for the modernization process and determining what does curriculum change entail. (appendix #29)

The necessity of cooperation in planning and development of educational programs in the university is formally confirmed by the existence of such rules and procedures (Appendix # 30); which is also confirmed by the existing practice in the university. The Quality Assurance Service is constantly involved in the assessment of process planning, execution and received product (program, new course, new educational resource, method, etc.) and delivers relevant reports. It evaluates new programs for compliance with the quality assessment criteria elaborated for the assessment of programs.

During development of the MD e-PBL program (funded and fulfilled by the Tempus Grant, in the boundaries of „Establishment of the Supra-Regional Network of the National Centers in Medical Education, focused on PBL and Virtual Patients" project), the University has acquired significant experience in "Mutual Cooperation". This experience was shared with Akaki Tsereteli State University (Partner University) for the development of "Medicine + PBL" program and with newly founded East-West Teaching University for the development of a pre-diploma medical education program.

It was also important in the same project boundaries to establish the Medical Education Center (MEC) at the University, which is an important facilitator of the development process. The goals of the MEC include updating existing curriculum and promoting new curriculum development; ensuring support for thematic groups; assistance to academic groups (within our University as well as in other universities) interested in developing and/or modifying the curriculum, creating and/or providing new educational resources, which is also part of the DTMU policy on the issue.

Moreover, all PhD students in their program have mandatory course of "Pedagogy", which discusses, teaches and evaluates them in this matter. The University also provides training course "Modern Medical Curriculum" for all interested teachers, personnel and students, which, together with the rules and experience of the University, facilitates the implementation and development of the policy.

Thus, in the creation and development of the program with the "Development Group", Rector's Board, Academic Council, Quality Assurance Service, Curriculum and Assessment Committee are all involved. Students and academic personnel are also actively involved in the above-mentioned structures.

It is important to mention that the existing MD programs has been functioning at DTMU since 1992, while in 1997 it was issued a copyright (№1-01 / 21-34) and granted accreditation (Decision №341).

The study results presented in the program, with field-specific and general competences, describes what the student is expected to know, to do and what values they should have after graduation. This is also reflected in the declared goals and objectives of the program (taking into account the size of the format). The program also describes the graduate employment spheres.

The new program (MD e-PBL) is discussed at the workshops with the project partner organizations (England, Greece, Cyprus, Ukraine, Kazakhstan) in the Tempus project, with colleagues, Project Working Group members of Akaki Tsereteli State University, also presented and discussed at the meeting of Association of Medical Specialties of Georgia (Annex #31).

It is important to consider the requirements/wishes of employers as one of the most important aspects for a program development. It is also believed that this improves the learning process and increases its adequacy to the labor market (appendix #32). All research data of the labor market research by an authoritative state agency (appendix #32) shows that "there are significant challenges in the medical staff (" State Strategy for Health Care 2011-2015 ". Chapter 3.3) It is recognized that there is an increasing demand for high quality candidates, whose learning outcomes are recognized by other countries (appendix #33). It is noteworthy that there is an awareness of the importance of this issue in the HEI, and as shown by the past evaluations of the QAS, there is a formal compliance of the DTMU MD curriculum, its courses and results with the requirements of the national and European sector.

The program meets the enrollment requirements for Residency and Post-diploma programs of US, England and other countries. High level of graduate employment also confirms competitive abilities of university graduates (appendix #34).

DTMU constantly works on program development; the following instruments are used for assessment:
· Main Stakeholders (Student, Teacher, Employer, Graduate) surveys.
· Analysis of student performance.
· Analysis of the results of queries of the people involved in the program.
· Material-technical base improvement analysis.
· Analysis of academic results in the learning process.

The Quality Assurance Service evaluates the educational program implementation and determines later uses of the evaluation results, in order to improve the program and the quality of the learning process. It uses appropriate quality assessment tools to evaluate the following aspects of the program: the Quality Assurance Service
· Employer Requirements;
· Expected academic results;
· Program description;
· Program curriculum summary;
· Program organization;

- Teaching/learning strategy, didactic concept;
- Student assessment system;
- Academic staff quality;
- Assistant staff quality;
- Student promotion and counseling;
- Infrastructure and environment;
- Students assessment (Student opinion survey);
- Curriculum design and evaluation;
- Staff development activities;
- Graduated students' achievements.

QAS uses the following tools for assessing and analyzing the PhD program: Analysis of the preliminary expertise conclusions of Doctoral Scientific Research Projects; Also, (i) a special questionnaire developed by the Quality Assurance Service for the PhD student to assess the academic and research environment; (ii) doctorants' individual work plan analysis; (iii) evaluation of PhD students as scientific supervisors within the process of pre-diploma education based on complex surveys of students; (iv) Evaluation of pedagogic competence level of PhD students based on complex surveys of students; (v) evaluation of training courses for compulsory theoretical module of the program; (vi) evaluation of educational courses of structured/elective modules.

The Curriculum Committee and the Medical Education Center (MEC) are also taking care of the possibilities for the development MD program. During the reporting period, with the addition of a new MD e-PBL program, their joint organization was conducted to revise curriculum training modules and courses for disciplinary approaches (appendix #35, STC 2). The meetings had a formulated agenda for facilitators (for promoting questions and discussions), the secretary (to focus on the feedback and requirements of the focus group and the "plan" to action plan) that enabled the workshops to generate effective use of time (60 to 120 minutes). The group was homogeneous in disciplinary terms, including students and administration members.

Important and useful was that the group had different status participants, such as young and experienced teachers, dean, coordinators, and students. The number of participants were enough (from 7 to 15) to get a broad list of opinions and at the same time very convenient for discussions that gave everyone a chance to talk.

The workshops enabled, by the proper planning (semi-structured survey, the participation of students, teachers, and administration) and organization of meetings, to achieve qualitative feedback on program design, learning and teaching quality issues. Part of decisions made are already implemented, the work continues. It is planned to determine the corresponding format of revision and conduct it in clinical and practice (sixth year) courses of the curriculum.

It is important that the university „found" a new partner (EBMA-European Board of Medical Assessors), which has enabled to assess the own program. University students (100 students) participated in a so-called online Progress-test (provided by Maastricht University), which apart from providing students' individual assessment, identifies the program's "problematic" areas. The pilot of the test has been conducted; "problematic" module work has begun. DTMU, as the participant of this format (EBMA), will continue a permanent co-operation; Cooperation results will be used to improve the program. In the development of the program, the University administration and academic community pay great attention to student research and professional skills competences. In this regard, the university used the initiatives of its own academic personnel, the possibilities of analysis of their own and international surveys, as well as international projects; namely students in the planning and implementation of their own research. In addition, it is not only a matter of "financing" issues (universally and internationally recognized problem, as well as "understandable" countries), but (i) a number of structures, discussion formats, cooperation (teacher-student-administration) and (ii)

even more on the student's "correct" research idea formulation and project plan development. The first (i) direction was a document developed by the University's Strategic Development and Management Group The "Universal Concept of Science-Based Teaching", which continues to work on the implementation (appendix #36).

For the purposes of "strengthening" the research component in the programs, the University developed and implemented in the MD and PhD programs a course "Successful Project Development" (successful project development course), within the project of "Project Actors Capacity Training in Caucasus". Course books are created for the program:

- "Project Writing and Design" (English and Georgian language versions)
- "A guide - research proposal made easy"
- "PACT Project's interactive online platform usage and administration guide"

The academic course currently considers 4 parts: Principles of Scientific Research 1 - Revised in the format of "Journal Club"; Principles of Scientific Research 2 - Revised in the format of "Journal Club" Principles of Scientific Research 3 - The focus is on research ethical issues and changes have only been made in the teaching part of the technical use of anti-plagiarism system; 4. Writing of scientific projects - developed within the framework of PACT (appendix #31: Syllabus).

In order to make students get more actively involved in "Journal Club" format, and also to make time and format management easier, 2 useful manuals were developed: "Reports and Discussions in the Journal Club" and "Conclusion (Single-Page) Sample for Critical Review of an Article". Additionally, the University developed Syllabus for preparation of tutors (Scientific Tutor): "Organizing a Scientific Workshop in the Journal Club Format" (appendix #37).

The following was evaluated positively by the Curriculum Committee and the Quality Assurance Service: works, conducted for courses development, revised scientific courses, students' supplementary informative manuals for better-performance, the tutors' training course. It will be put into table as a pilot seminar for the spring semester of 2017-2018.

Research in field-specific and professional skills, and program (clinical skills) development tasks imply monitoring and evaluation of implemented course "Clinical Skills N5" (CS-Clinical Skills N5) in the reporting period. 6 groups MD students of DTMU completed the course. Surveys were conducted among the 2014-2015 6th-year students (2 groups) and 2015-2016 6th-year students (4 groups). The query showed that students give the program high appreciation. It also demonstrated that students express a desire to have this course available at the pre-clinical stage. The Quality Assurance Service elaborated appropriate recommendations for the relevant structures. The course was developed for preclinical stage modules, piloting has started from the third semester of teaching; the results of the student survey on the new course are positive (CS account 3 in Appendix # 35).

For the past few years students' opinion polls "where" and "at what level" do students learn valuable professional skills are held. Based on the results of the survey, it was planned to be part of the "target" revision of MD program. Meetings with academic personnel of basic medical sciences, administration and students were conducted. (View above "curriculum revision"; also, appendix 2-nd of #35)

The first survey of systematization of behaviors and characteristics associated with the concept of professionalism was conducted. It was meant to research the opinion of practitioner physicians and requested the target audience to assess the characteristics of professionalism (85 items); respond on situational tasks about types of professional conduct and obligations; as well as research on their experience in professional development, behavioral experiences, reaction to medical errors, etc. The survey continues due to the need for an increase in the number of respondents (currently 31

responders), however it is already possible, at this point, to deem necessity for elaborating a professional identity development strategy and to continue research.
(Annex 6-th of #35.).

Starting in the first semester of the 2016-2017 academic year, PBL-tutors developed special forms for students in self-assessment and peer-assessment of group work. Initial results of the research were very important for the involved as well as for the rest of the academic staff, to share the working order of students in PBL format, among others are important aspects (self-assessment of their own capabilities and progress) for continuing professional development of future physicians. Studies are important in the context of the new field document, which currently considers the requirement for teaching and evaluation of professionalism in the pre-diploma education programs (Appendix # 21).

MEC is a place for members of academic community, where with their participation new educational resources are being "tested", discussed for the possibilities of implementation in the program, and analyzed for the benefits in the progress of student involved in the program. for example: Standardized patient (4th appendix #35), Atlas of three-dimensional anatomy.

Thus, based the best international practice and results of its own research, the University provides the development of programs and its compliance with ever-changing environment. That gives possibility to correctly change and determine "correct targets" for the development; facilitates programmatic implementation of changes with processes and activities (workshops, promotion, training, education, involvement of teachers, students and administration) which are corresponding to the goal.

Changes to programs are conducted according to legislation applicable to the University. Insurance of quality of programs is provided by relevant processes and procedures within the University: Planning/approval of program initiation and/or changes; evaluation and development of educational programs. Various parties are involved in this process such as members of the University academic community (teachers and students), various structures, special groups, members of the administration and other bodies (appendix #30)

The University operates two educational programs of MD. Students are able to choose one of them, as well as to move from one to another based on their own wishes or by necessity (if program is changed or cancelled). Students also have the opportunity to transfer to MD programs at other universities (24 such programs are currently being carried out in Georgia), for which they receive uninterrupted access to the transcript of Academic Excellence and all necessary documents at DTMU etc. Which is envisaged by the Georgian legislation and rules of the university admissible (Appendix # 38).

Evidences/Indicators
1. Policy of Program Creation, Planning and Development at the David Tvildiani Medical University (appendix #29)
2. Valuable field-specific and general competencies for the medical field.
3. Analysis of the results of the Employer Survey (appendix #32)
4. Procedures for approval, modification and abolition of the programs (Annex 30)
5. Academic programs and syllabi (appendix #31).
6. The results of career (including employment indicator according to received qualification) and academic development research in graduates. (appendix #34)
7. Analysis of survey results, conducted with students, alumni and employers for the development of the programs, and reports on usage of the results (appendix #35);
8. Analysis of labor market and employers` demands;
9. Development of university concept on science based study (appendix #36);
10. Syllabus for Scientific Tutors Training (appendix #37)
11. The mechanisms providing appropriate education for the students on corresponding programs, in case if the educational program is changed or cancelled (appendix #38);

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

Description and Assessment

DTMU currently operates 3 academic programs. 2 MD and a PhD in biomedical and public health sciences. All three programs are approved by internal institutional regulations and are accredited in accordance with the applicable legislation in Georgia.

Programs are described in the standard form adopted in the university, in which the language of study, program goal, tasks, employment spaces, duration of study process, general (average) annual / semester workload in accordance with the European system of credit transfer and accumulation, program structure, study results (general and technical skills and competences) and the evaluation system are described.

MD Academic Programs

Every component of the MD program aims at achieving the goals and competencies provided in educational programs by graduates. The competencies (in the context of the curriculum) are described through academic outcomes, where observation and evaluation is possible. Teaching/learning forms as well as their evaluation methods are pertinent to the subject. 95% of the curriculum items are obligatory and serve to achieve the objectives and goals by ensuring relevant competencies. The program envisages electronic training courses in only 11 credits. Additionally, there is a connection between basic and special courses. In this regard, the choice of the course (1 month) in the 6th-year program can be considered as the strongest part of the program, enabling students to plan the course of study in accordance with their wish / choice and pass it with transparency of the choice of clinical training bases.

The 6-year period of teaching includes 3 stages: I - basic medical and clinical scientific course; II - clinical medical course; III - general specialization course. The program is an integrated learning course (at the basic level Horizontal integration with elements of vertical integration. Such integration is reflected in the assessment system, there is a connection between the learning phases), which means that the course or discipline serves to strengthen the knowledge received by other courses and also reflects the diversity and depth of the courses. The level of teaching is well organized so that the basic course serves as the basis of the clinical medicine course, both of which are precursors to the general specialization course, and ultimately providing adequate knowledge, skills for the qualification of a diploma (defined by the national qualification framework and field documents). In addition to the general part, the 1-st course student will study material that is the basis for studying human systems on the 2-nd course. The basic medical subjects from the 2-nd course are horizontally integrated, linked to the study of the propaedeutic of internal diseases and the pharmacology (the element of vertical learning) and creates the system modules. The learning begins with embryology, the structure of the constituent organs at macroscopic and microscopic levels; normal functioning concepts, etiology and pathogenesis of the diagnostic system, clinical evaluation of pathological processes, clinical picture of the typical forms of diseases, diagnostics and treatment.

Clinical courses are taught in stages, for example: The training for internal diseases is compounded

vertically from below to above: propaedeutic (II–III course), Special Pathology (III-IV course), Differential Diagnostics of Internal Diseases, Treatment (V course), Syndrome Differential Diagnostic and Urgent Therapy (VI course) (Annex # 31: MD program and syllabus).

Each of the above mentioned modules are offered in the MD e-PBL Program together with the so-called PBL-Weeks, which focuses on the clinical importance of the issue and the benefit for the patient in the study material (fundamental and clinical sciences). The III Course (VI Semester) is organized in the way of the interdisciplinary teaching course of basic and clinical sciences (based on the main functions of the human body) and the preparation stage for further, clinical stage studies. This course is organized around PBL-weeks (and its use).

The tasks of this phase are to cover the core areas of the curriculum (phase of its basic medical and clinical sciences) with a modular approach. It aims to focus on the most important (basic) issues related to human health and disease, such as human structure, function, life cycle and its promotion, preservation and protection of life. The study process is based on modular approach and PBL, and includes the following 6 modules: Life cycle, life expectancy, life support, life expectancy, life structure, life control, subsequent clinical medicine (fourth-fifth course) and general specialization (sixth course) and continues (appendix #31: MD e-PBL program and Syllabus).

The degree and qualification level awarded by MD Educational Programs is in compliance with the National Qualifications Framework, that ensures:

1. The academic program is one-stage and integrated. Not less than 360 credits (MD - 360 credits; MD e-PBL 376 credits; Majority of credits with 30:16 hours contact work).

2. Programs (program content, organizational structure of programs, teaching and learning forms and methods, including content and volume of training courses) are directed towards the development of field specific outcomes defined for the medical activity, compatible with the 2nd stages of higher education.

3. In addition to field-specific results, the program provides the achievement of the level of general transfers (at the level of Master level), that reflects the objectives and outcomes of each course of study and matrix of competencies.

According to the World Federation of Medical Education (WFME) standards, the competence of basic medical education for the countries participating in the Bologna Process shall be determined based on the competencies provided by the Tuning Project, which is in line with the European Qualifications Framework. The relevant competencies for each field includes such components as:

- Knowledge and understanding of basic, clinical, behavioral and social sciences, including public health and medical ethics;
- Clinical and other skills related to diagnosis, practical procedures, communication, treatment and prevention of diseases, health promotion and rehabilitation issues, clinical thinking, problem solving, etc.
- The possibility for increasing life-long learning and development of professional qualifications;
- Consequently, based on the country's health care requirements and the international standards of medical education, DTMU has defined the results of the relevant education program for its graduates;
- The academic outcomes are characterized by field-specific and general competencies and describes what a student should know, what they should be able to do and what values DTMU

graduates should possess post-graduation.

Compliance is ensured by:
  ➢ The compliance of the program study results, with respect to competences defined by a field (medical) document [also relevant to the World Federation of Medical Education (WFME) standards]:

  A) Program Training Courses (Topics), Field Knowledge and Field Skills (Level 1 / Primary) to achieve learning outcomes, defined by a field-specific document competences, are relevant;

  B) In terms of teaching/learning and assessment, the program is relevant to the characteristics of the main competences (second level competences) of the study results of the field-specific document.

  ➢ Given in the appendix of the document, the graduates' minimal requirements of theoretical knowledge and training courses are relevant.

  ➢ The field-specific document envisages at least 2 stages of the integrated curriculum's 11-step scale: In this regard, the program is at a much higher level.

  ➢ The programs include scientific skills courses (10 credits).

Doctoral Program in Biomedical and Public Health Sciences

The purpose of the program is to integrate the knowledge and skills necessary for further independent academic and scientific activities in biomedical and health sciences, by providing in-depth knowledge in separate study directions (Annex # 31: Doctoral program and syllabus).

The learning outcomes of the program are in conformity with the third level of higher education and are described by field-specific competences, as well as general / transferable and personal / transferable skills; the thesis is based on the final assessment of student progress and recognition of credits in these skills. The program lasts for 3 years and envisages the completion of 180 credits. From this, 150 credits are allocated to the scientific component, which is carried out in accordance with the scientific research thesis (dissertation).

The scientific component contains:
  • A comprehensive review of modern literature and published materials
  • Collecting research materials
  • Various modern scientific sources and workshops
  • Review and analysis of data
  • Article review
  • Preparation of the dissertation in its final form and its defense.

The essential prerequisite for the thesis public defense is the existence of theoretical, experimental or clinical results of essential importance for medical biological sciences and the fulfillment of the 30-credit mandatory educational component containing various training courses and activities. As a result of the public defense of a dissertation, the doctorate student is awarded an academic degree of doctor of medicine or biology.

The field-specific education within the program is based on an interdisciplinary approach and includes scientific problem-solving, such as: The basis of structural and functional norms and pathology, determining factors for disease management strategy and professionalization of higher medical education.

The academic component plan is made according to the qualification and experience of the doctorate. The PhD student, in consultation with the scientific supervisor and Doctorate Committee, sets out the plan of fulfillment of the credits of general education courses.

General academic courses:
- Epidemiology and biostatistics - 5 credits;
- Scientific research process and technologies - 2 credits;
- Bioethics - 2 credits;
- Pedagogy - 3 credits;
- Psychology - 3 credits;

In accordance with their own qualifications and experience, and by agreement with scientific supervisor, the doctorate student distributes field-specific courses (total of 15 credits) based on the following:
- According to Doctorate Scientific Research Direction, which basically implies participation in lectures and seminars on topic issues;
- According to the methodology of Doctorate Dissertation Research, which serves their participation in a thorough study of modern methods of research in scientific projects (for example: Biochemical, immunological, histochemical, etc.)
- According to field-specific direction (e.g.: cardiology, obstetrics, etc.), which consists of lectures and seminars works actual topics in the scientific context (is mandatory) based on the content of the research project, as well as to get additional credits in other subjects/directions, participation in pre-diploma education training courses and the students' academic training group.

The scientific component plan is made by the scientific supervisor and includes:
- Scientific-research work - studying the study material according to the calendar plan, preparation of the study method, data gathering, gradual processing and etc.;
- Searching and evaluating scientific literature and discussing their summary (by specifying the number), examination and assessment by the scientific supervisor of the summaries;
- Participation in university, national and international scientific conferences and scientific reports on the topic of dissertation.

It is important to consider that the manual for drawing up and submitting student's own research projects according to research guidelines has been renewed and updated (by the Doctoral Project Director). The Scientific Consulting Center was also established, which aims to provide individual counseling and if needed help:
- To provide counseling for researchers in research design, selection size and statistical analysis;
- Publication in peer-review journal;
- On the rule of conducting literary search;
- Counseling on presentation methods, methods and means.

The Center assists doctoral students (as well as MD students) in writing methodologically correctly "sorted" (for correct statistical analysis) research projects, for which in most cases "Epidemiology and Biostatistics" training course is not enough (which is included in the DTMU Doctoral Program Compulsory Training Course). It is important that this center is providing service by the individual

consultation principle: "The students receive advice and perform themselves".

The student receives the information, consultation and assistance needed to improve the training process and improve the achievements. Student representatives are involved in the work of the Rector's Board as well as the QAS's workforce, to better focus on students' problems, as well as to increase their awareness of the ongoing changes in the institution. The student support center is also functioning within the framework of administrative support: provides all the freshmen and students with mobility, the introduction of the internal regulations and the structural subdivisions of the institution and familiarization with the working tables. A lawyer will ensure the protection of students' rights and if necessary, provide legal advice and explanations for students' regulatory documents.

The HEI website includes educational programs, training schedules, duties, quizzes, exams, due dates and transfer dates. The student's page contains electronic versions of each student's course book (matrix). Information is confidential, available only to the given student; accordingly, they are constantly informed regarding their learning outcomes, and problems that need to be corrected. The Student Support Center provides students with consultations on the existing assessment system, as well as provide students with individual work on topics of content, necessary literature, and other pertinent issues. The inspector of the Department of Educational Methodology will provide students with assistance through the Peer Support Center. The workload of the academic staff includes individual work with the students, which includes helping and guide students in scientific research as well.

The student writes an application to the Dean, requesting the development of an individual curriculum plan and in the application indicates the study courses that he/she wants to study additionally; and / or - the desire to plan a scientific research component, and student's individual curriculum and academic calendar is developed (Annex # 39; 40).

Evidences/Indicators

1. Academic programs and syllabi (appendix #31).
2. Rules for regulating DTMU academic processes (appendix #39)
3. Methodology for Development of an Individual Curriculum (appendix #40);

3.3. Assessment of learning outcomes

HEI has a law-compliant, transparent and fair system of academic assessment, which promotes the improvement of a student's academic performance.

Description and Assessment

Learning Process Regulation Rules at the university (Appendix # 39; 31) are used for all the MD programs (courses, modules) and for all stages of teaching. In the majority of modules courses are delivered in the form of rotation. Classes are conducted every day a week except Sundays. Student collects 60 credits during the academic year. It is also possible to increase the study workload, but not more than 75 credits during one academic year. In most of the courses, 1 credit is equal to a 30-hour workload, consisting of 16 contact hours and 14 hours for independent study. All the study courses included in the module provide gain of relevant knowledge and competences on a daily bases; which is confirmed by the appropriate assessment (current). The preliminary admission criteria on the final examination of the module is to obtain the positive (at least the evaluation "E") in the current assessment. The right to take the final exam in the module is given to the student twice in a semester: The "exam" and / or "re-exam" day of the module is predefined (before the beginning of the semester)

and written on the table. Teaching and assessment in modules of current (defined/detailed) schedule ends in semester (see The Order #3 of the Minister of Education and Science of Georgia on the rule of calculation of ECTS credits). The study and examination tables are established and published by the Department of Educational Methodology: The date of the final exams does not change, the change can be made by the Dean as an exception (considering the cause of the substantive nature). MD Program is divided into three stages:

I - theoretical (basic) medicine course;

II - clinical medicine course;

III - general specialization course.

On the I stage of the "theoretical (basic) medicine course" greater part of time is given to classroom / virtual / lab works. Study format is based on understanding the issues and examples associated with the human health and the pathological conditions (clinical importance of understanding a medical problem; identification and solving it; challenges and situations, etc.);

To initiate correct approaches and gaining skills in judgement of clinical cases and proper communication with patient, including simulated patient; In addition, access to clinical practice (basics of diagnostics) and clinical skills training are also involved. Developing scientific research skills and discussing important ethical values for medical professionalism.

Progress assessment in the development of knowledge and professional skills of students is continuously held (current and final assessments, verbal evaluation, written tests, group activity and communication skills, judgment and decision making, analysis and synthesis, etc. Skills (see. the MD programs, "Learning Outcomes" as well as Syllabuses));

A student receives the assessment semesterly and feedback from the teachers on medical knowledge and skills, including the recommendations for their progress; Which is also a prerequisite for access to the stage exam (a summary exam in basic medicine) after which the student continues to study at the next stage of the program.

II stage - In "Clinical Medicine course" teaching / learning / evaluation is practically part of every course on clinical bases, where the program objective is understanding the typical clinical picture, as well as rare and / or atypical cases, the diagnosis and management principles, the determinant of the basic sciences in the clinical context and the individual Patient example.

Besides the clinical sessions, it involves studying at a patient-bed, follow up of an individual patient (including the possibility of treatment and management results). Understand the whole picture of clinical activity (Management protocols, relationships in clinic, with patient and their family members, ethical issues, concerns and values, etc.) through communication with patients and other healthcare professionals (other doctors in the clinic, nurses, other members of the medical team). Clinical rotations include ambulatory and in-patients, all age (and age peculiarities), the fields of specialization in main medical specializations (neurological, cardiology, oncology, surgery, etc. patient with problem). Evaluation of progress in the development of knowledge and professional skills is undertaken in all major medical specializations (Appendix #31: Program), which is reflected in student's current and final exams. Exams are conducted in an oral and written formats, by analyzing the portfolio, assessing a medical knowledge, as well as professional and practical skills at the patient's bed. Accordingly, admission to clinical trials in the clinical medicine and its "satisfactory" assessment in knowledge and skills is the prerequisite for access to the 3rd stage of the program.

III stage - General Specialization Course is a clinical practice oriented course: Here the formal theoretical lessons are minimal and the student's medical knowledge (received at 1-5 courses) is "tested" and developed for the purpose of determining and solving the individual patient's needs. The student

performs doctor's (licensed) tasks and/or perform manipulations on the patient (by patient's bed) under the supervision of teachers and/or department doctors. In general specialization courses it is necessary for student to practice in internal medicine, surgery, obstetrics, gynecology, pediatrics, infectious diseases and neurology. In addition, the optional course (and realization of opportunity for future career growth) gives the opportunity to undergo practice in the country and / or abroad at partner universities and clinics of the University; Reinforce clinical skills and develop scientific competences; practically realize the legal aspects of health care and management of medical activities.

At this stage professional training is provided in the format of controlled self-education. The students' ability to apply the knowledge in clinical practice and progress in professional skills is evaluated by analysis of their performed work (portfolio / log-book analysis), communication with patients and colleagues and other skills assessment reports; Current assessments must be positive for the final qualifying exam.

The qualification exam is conducted in the following disciplines: Internal medicine, surgery, obstetrics, gynecology, pediatrics, infectious and nervous diseases.

Qualification Exams (except the public defense of the thesis, see below) in the context of this regulation, is not considered as disciplines or modules, therefore the credits are not given for passing.

Members of the Qualification Examination Commission are: Professors of the University in relevant directions. Chairperson - Invited member of the professional community, employer and / or a person with high interest towards the program.

Points (grades)

1. Points (and relevant grades) are granted at the end of the semester according to all learning courses and modules, that took place during the semester. Awarded points (grades) will not change, except: for the case of a technical error detection; also, when there is re-examination of failed oral or written subjects, and the student receives positive assessment; and in case of completely repeating the semester program module or learning course.

2. Points (grades) assigned to the student, who have completed the training course satisfactorily, are the following:
a) Five types of positive grades:
a.a) (A) Excellent – 91% and over of maximum grade;
a.b) (B) Very good - 81-90% of maximum grade;
a.c) (C) Good - 71-80% of maximum grade;
a.d) (D) Satisfactory - 61% -70% of maximum grade;
a.e) (E) Sufficient- 51% -60% of maximum grade.
3. In unsatisfactory evaluation, the student is not eligible for the credits in the respective module and this implies the following assessments:
b) Two types of negative grades:
b.a) (FX) Did not pass - 41-50 % of the program acquisition; some more work is required, the student is allowed to make an additional effort to pass the exam
b.b) (F) Fail – 40% and less of the program acquisition, the student will have to repeat the academic course.

The final examination of the semester examination "Not Allowed" means that the student has progressed unsatisfactorily during the course, missed classes (and require restoration of the course) or did not perform the tasks or "did not appear" on the verbal examination or both. That is, all pre-requisites (before the final semester exam) must be at least on the minimum level to be admitted to a semester examination. During the semester, unsatisfactory learning due to missing classes (which has not been restored, cannot be recovered in the semester) will be written (signed up) as F.

4. 3-4 weeks after the start of the module, the coordinator of the first course must deliver list of the students at risk of getting negative results in modules, to the Dean's Assistant. The copy is supplied to the Dean. Coordinator and Dean's Assistant (Dean if need) initiate discussions with each student (to identify weak and strong parties) for the purpose of assisting.

5. The following system is used for evaluating Doctoral and Master's papers:

A) Excellent (summa cum laude) – excellent dissertation;
B) Very good (magna cum laude) – result that exceeds the defined requirements in all aspects;
C) Good (cum laude) - the outcome that exceeds the requirements set;
D) Average (bene) - the result that satisfies all the requirements that are met;
E) Satisfactory (rite) - the outcome, that still satisfies the requirements set in spite of defects;
F) Unsatisfactory - the result, in which the requirements are not satisfied due to significant shortcomings;
G) Not completely satisfactory (sub omni canone) - the outcome that does not satisfy the requirements set out.
In case of receiving the assessment envisaged in sub-paragraphs "a" - "e", the PhD student is awarded to the doctoral degree.
In case of unsatisfactory assessment, the doctorate is given the right to submit the dissertation work revised during one year.
In case of a completely unsatisfactory assessment, the doctorate loses the right to present the same dissertation work.

6. Scientific-research work in MD Program and / or dissertation in Doctoral Program (Thesis)
(i) The student must show the creativity in the study field within the curriculum for the work of the MD or PhD instructed.
(ii) Defending the Thesis confirms the PhD student's readiness for independent scientific research and creativity. Determination of the basic characteristics of the final thesis (dissertation), preparation of thesis, admission and public defense is regulated by the "Law on Higher Education" and the internal regulations approved on the basis of the rector's order in DTMU.
(iii) Study topics for the MD Program students should be registered at the beginning of the fifth course (not later). The student makes a declaration on the subject of study with the Vice-Dean (from the list of research topics announced by DTMU or own idea); if the student develops his own idea, then he himself is choosing the Supervisor candidate and in such case he / she needs the consent of the appropriate head of department.

(iv) For the MD program students Dean registers:
A) the title of student's research work
B) Supervisor and presumptive reviewer
C) the day of Defending the Thesis
(v) The student works on research work with the help of the Supervisor.
(vi) Reviewer assesses the work (in the case of PhD - opponents) and submits a written conclusion.
(vii) The student (MD Program) has the right to get acquainted with the conclusions of the supervisor and the opponent 3 days prior to the public defense.
(viii) Scientific-research thesis defense belongs to the qualification exams. (ix) Defending the Thesis is evaluated on the basis of A to Fx
(x) Scientific-research work is written in Georgian or English. If the work is written in Georgian, the

Summary (Abstract), that has to be at least 1 page, is requested from the English to the contrary (MD).

(xi) Scientific-research work (dissertation) is written in Georgian or English; Abstract of thesis in two languages: in Georgian and English languages (PhD).

(xii) after Defending the Thesis, electronic formats will be distributed for archiving, bibliographic registration and publication. The terms of publication are outlined in accordance with the University Regulations (approved by the Rector Order).

The university is conducts monitoring the students' academic progress to improve programs, as well as to identify and support individual student needs (Appendix # 43).

As the matter of fact that the adequate, transparent and fairly planned system of study alone, cannot provide students with an improvement in academic achievements; so the development of teachers in the evaluation component is very important here (including improvement of student academic achievements). It was very important to become member of the European Board of Medical Assessors Group (EBMA), for the improvement of assessment component in the university and its MD programs. Communication with this authoritative organization and its members was held. The training and workshop was held about "Evidence Based Evaluation Principles in Medical Education" for DTMU teachers and interested students by Maastricht University experts. For the accurate testing of the student's progress, rationality and validity of the test were discussed. The training was conducted in groups created in the auditorium for assessing tests, creating new tests; as well as the elaboration of the exam tests "framework".

30 persons participated in the training, which were given with relevant certificates. The Working Group on Assessment Issues will be set up by the DTMU Administration and MEC proposal; All participants have been invited to join the group. The international experts Anamaria Camp and Carlos Fernardo Collaress will coordinate the group. The QAS has developed a satisfaction questionnaire for the participants of the training, which also envisaged defining the future of the audience. The quality of audience satisfaction is very high in the survey results (Appendix # 42).

In the HEI there is an assessment appeal system; Which implies the ability to appeal against the quiz results, when the decision made against a student due to violation of the established rules, or complain about the questions, the multiple choices and / or compliance with the program. The Department of Educational Methodology and the Head of the Course conducted this procedure is jointly. Decision on change of quiz results is drawn up by the Rector's order. In case of complaints in the verbal examination, the student has the right to apply to the head of the course and / or the Dean who make the decision in accordance with the individual case and the decision is made by the Commission.

Evidences/Indicators

1. EBMA Training "Valuation in Medical Education" (Appendix# 42)
2. Doctoral Educational Program in Biomedical and Health Sciences (Appendix # 31)
3. Educational Program of Diploma Medicine Syllabus - Basics of Scientific Research 1, 2, 3 (Appendix # 31)
4. Results of Monitoring Student Academic Excellence (Appendix # 44)

☐ **Strengths and Areas for Improvement**

Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths

1. The university has its own policy and experience in planning, creating, renewal and development of educational programs;
2. Existence of appropriate structures for the study of courses revision in the university;
3. New Partnership Relations with EBMA for the Development of the staff in Assessment Methods;
4. Involvement of students and teachers in the development and evaluation of programs / courses;
5. The existence of appropriate assessment methods for field-specific competences;
6. The possibility of offering two "road" (MD e-PBL) choices in MD program.

Areas for Improvement

1. Further Development of the program as per objectives defined by the strategic plan.
2. Further development and implementation of assessment methods for expected competencies acquired after completion of each course and program in general;
3. Full implementation of available educational resources (teaching, learning and assessment) for effective mastering of MD program.
4. Further development of the programs in teaching of professionalism.

4. Staff of the HEI

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

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

Description and Assessment

DTMU is a legal entity of private law, and is bound to consider the legislation of Georgia (the "Labor Code"), other laws ("On Higher Education"), while developing and implementing university procedures, policies and practices for Human Resources Management (HRM); Also in regard to the issue (Context of HRM: University) modern international practice (which is also ambiguous for defining HRM policy) and experience is important, especially for "young democracy" countries, including Georgia.

The personnel management procedures and processes in DTMU are relevant to all the above-mentioned Laws, and also during the reporting period a number of structural and staff changes were implemented to ensure effective, accountable and transparent leadership: The university management group (Founder, Rector, 2 Vice-Rectors, Chancellor) was formed, the university's strategic management and development structure was created and other administrative units were strengthened by staff members. At the same time, university's charter and other regulatory documents, rules of academic self-

governance and their regulations, were processed and/or adapted in accordance with "good management" guiding principles, to develop further "equality" and "justice" and to recognize primacy of education and research, as wells as public service, during evaluation of the "appropriateness" of university decisions. All above-mentioned was considered, as appropriate, but insufficient condition for the strategic development of the university in leadership and management areas. As for many aspects of university activity, to ensure unambiguous understanding of the issue (HRM policy, DTMU) development of conceptual document became necessary; Strategies for establishment the structures and functions within HRM, enabling formation of new approaches for most efficient realization of human energy and skills, had to be defined; also meaning that responsibility for managing people lies on all managers within the organization (Appendix # 43).

Personnel management, as a rule, includes a wide range of rights and obligations (recruitment of the staff, evaluation of the work performed, training, development, relationships, etc.) are all important functions that can be performed at two levels: Operating level is carried out within the daily activities; In addition, the part of these functions also includes a strategic element, which implies their integration into the general objectives of the Institution (University). The concept of development the university (DTMU) in Human Resource Management (Appendix # 43) is envisaged to consider important issues for staff management in both operational and strategic terms; i.e. HRM is a "response" to the need for a more complex approach to human governance in DTMU. The document is developed by the University's Strategic Development and Management Department, reviewed by its Committee sitting and approved by the Rector's Council.

The objectives of the personnel are generally relevant to the strategic goals of the University. The university's choice in human resources management is "decentralization" and "soft approach" because university's structure itself and its (DTMU) practical experience provides the possibility for the "safe" use of these principles: experience of team working within the Councils and Committees (Academic Council, Curriculum Committee, Rector's Council), Departments (work on a particular study module, etc.) and services.

The forms of organizational conditions and effectiveness at DTMU are the existence of self-governing bodies and the possibility of staff participation in decision making; the responsibility is "distributed" and all managers have defined responsibility for human resources management. This is important because of the special importance of human resources themselves. Also, because the integration of human resources management strategy in general strategy can optimize the whole process of formulation and implementation of strategy. In addition, experts talk about certain caution in the matter, which should also be considered by DTMU: In many cases, excessive attention is paid to individualism (US: values), while in some cases to the tradition of collectivism (Europe); In our opinion (also based on a number of expert opinions) it will be more effective to introduce innovative methods (two levels of human resource management, etc.) gradually and not complex implementation.

Such "cautious" approach arguments - complex nature of the university, high public responsibility related to the preparation of a young competitive staff, responsibility for creation of a new knowledge (research), etc. Processing of strategically important issues for operational level activities: For instance,

defining of "what is the best result of work"; "How should it be measured?" at the macro, medium and individual levels by systemic approach.

The general management system implies planning, development and control of existing human resources. which also includes:

In planning process:

- Determine the need for personnel and planning, determination of specialty and qualification levels;
- Defining eligibility criteria and requirements for selection of candidates: For the academic staff, the academic council is defining, based on recommendation from the Faculty and approves the Rector; For the other departments, Structures and/or Committees, the mentioned departments, the Strategic Development and Management Committee are involved, and approval by the Rector's Council, or Chancellor, or Vice-Rector etc.
- Personnel Development Plans (Medical Education Center, Educational Department, Faculty)
- Normative documents (staff arrangement, position instructions, etc.)
- Planning of staff remuneration funds (head of financial department)

Advancement and retraining of human resource:

- Retraining and development of personnel: Develop and/or prepare appropriate materials and/or training courses based on the analysis conducted by the Quality Assurance Service; These functions are separated by the personnel accounting program, which allows for each employee's personal case and data about the workplace (stored at the personnel office).

Control:

The control system is based on data that defines their discipline, initiative, business qualities. Control of the activity of the personnel in any case cannot be turned into a total control system.

In the DTMU, the coordinating activities of the staff are managed by the Strategic Management and Development Committee of the University. The University recognizes the need for a complex approach in human resource management and that the management of human resources is not the responsibility of just the personal office; The task lies in building a complex HRM system and therefore responsibility lies on all managers (rector, vice-rector, chancellor, dean etc.). Part of the aforementioned functions (HRM) are performed at operational, part at strategic and both (strategic + operational) levels.

In accordance with legislation, the university has defined the rule of staff recruitment (Appendix # 45), as well as the rules of affiliation of academic personnel (Appendix #46). Procedure ensuring the integration of new employees into work environment and their efficient involvement into the working process is running; Within the scope of the contract for the trial period (Appendix #47). Has a mechanism for encouraging employees (Appendix #28) and has developed approaches and strategies for staff professional development (see above). The management uses the results of the staff assessment and satisfaction survey (Appendix #48. Academic staff participate in decision-making processes regarding the issues important for the university (Appendix # 49, 50).

From 2011 to December 2017, 10 calls were held, with 286 vacancies announced. 164 candidates applied and 155 positions were held as a result of the calls.

All elected persons meet the criteria and requirements of the candidates defined by the Academic Council (Annex#51).

Distribution of Academic Staff according to the age and gender, personnel personal records, job descriptions and qualification requirements are available in Appendices # 52, # 53, # 54, # 55.

Evidence/Indicators

1. The Concept of Development of the University (DTMU) in Human Resources Management (Annex 43)
2. Rules for Recruitment of Personnel (Appendix # 45)
3. Academic Council Regulations (Appendix # 49)
4. Rector's Council Regulations (Appendix # 50)
5. Personal Information of Staff (Appendix # 54)
6. Academic and Scientific Staff distribution by Age and Gender Annex 52(53)
7. Academic personnel selection documentation (orders for announcing competition, selection or/and appointment);
8. Job Descriptions (Appendix # 55)
9. Samples of contracts with the personnel (Annex # 47)
10. Results of the Assessment and Satisfaction Survey of Personnel Activity and their Application Report (Appendix # 48)
11. DTMU Regulations (Appendix # 28)

4.2 Academic/Scientific and Invited Staff Workload

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

Description and Evaluation

The workload of the pedagogical staff in DTMU is defined by the provision (Appendix # 56) (developed by the Educational Department, reviewed and accepted by the academic council and approved by the Rector's Council). The document reflects the norms of calculation and use of workload of professors and teachers in DTMU:

Norms for teaching and non-teaching activities, teaching workload norms for reimbursement for additional (hourly) work, which will also be important for quality assurance service for future analyses of teacher and students` ratio calculation, and for rightful planning of future development.

The document describes what the teacher`s work is (what it should be) for the economy and the public; how can the university teachers subjective-creative component be measured, enables possibility for analysis and research of what legitimate arguments are present for defining teachers workload norms.

The document is important considering the international and national contexts: European countries, the US and other countries are strategically focused on the development of universal higher education strategy and lifelong learning systems. It is evident, that pedagogical work for modern Georgia is especially important in the choice of knowledge-based economy strategy.

The document defines classification of the working norms; describes the types of work of the teachers, specifies them and is useful for: calculating of the teaching activities and the volume of its specific characteristics, as well as to Educational Department and teachers for planning, reporting and controlling teaching schedule and individual learning plans.

Teachers' annual working period is considered to be the academic year, including annual winter and summer holidays, which do not coincide with the planned vocation. The total time-budget allocated for all types of pedagogic activities is defined by 1500 hours in a year. In case of illness, business trip, or other reasonable circumstances, the teaching workload is implemented by another teacher (or invited teacher) by hourly payment. After returning at work, before completion of the academic year, it is necessary to adjust the individual pedagogical work plan.

The academic workload of higher education level educational programs in DTMU is differentiated for the staff, based on professors` and teachers` positions, though no more than 900 hours (no less than 200 hours) during the academic year (in the framework of academic staff salary starting from September, 2018). The following academic workload is established DTMU academic staff:

Professor 750 (non-classroom teaching) - 300 (classroom activities);
Associate Professor: 800 (non-classroom teaching) - 480 (classroom activities);
Assistant Professor 850 (non-classroom teaching) - 650 (classroom activities).

Specific volume of the workload is defined by teacher's individual plan according to their positions (duties), as provided by the employment contract, including individual, scientific research and other educational activities with students, as provided by the employment obligations and (or) individual plan, methodical, preparatory, organizational, diagnostic, monitoring, and other types of activities performed with students; also working with PhD students, Residents, within Continuous Professional Education (Tabula 1 Provision of the Academic Staff Workload at David Tvildiani Medical University (DTMU).

In certain cases, academic workload of particular teacher could be defined by Vice Rector in Educational Affairs by the proposal of the academic council of the university (faculty), below the minimal requirement for those academic staff members, who are (or will be) performing additional organizational-methodological activities.

Teaching activities consider contact work of teacher with student (also resident, PhD student) teacher, including using of electronic and distance educational technologies.

Contact work can be classroom-based and non-classroom-based. The contact classroom-based work is based on its traditional forms: Lectures, Practical Sessions, Seminars, Laboratory Work, etc., as well as eLearning using Distance Education Technologies. According to the internal regulation of DTMU, their use may be with or without replacement of classroom work. While replacing of classroom work, contact hours are included within the workload of the teacher. When electronic and distance learning technologies are used to organize and control students independent work under supervision of the teacher, teaching workload is planned as "Control of the Independent Work".

All types of activities and time norms of academic activities are defined: classroom teaching, consultations, control, practice, supervising, preparation of scientific-pedagogic staff, margin norms of other teaching activities in the framework of the Continuous Professional Development.

The types and norms of educational/methodical, scientific-research and organizational / methodical work have been defined, which implies lecturing, preparation for other teaching activities, organizational-methodical work for scientific-research work as well as clinical activities (for clinical direction teachers), which can be calculated as annual teacher workload of teacher.

In the course of planning individual workload of teachers it is possible to increase the teaching workload by more than 1.5 full time rate in agreement with Vice Rector in Educational Affairs, though the increase should be no more than 300 hours of the annual workload.

Invited Teacher – The teacher is invited to participate in practical classes, other teaching and/or scientific-research process and/or to run these process through agreement with the lead of the Course and Educational Department, and the contract is signed. The workload of Invited Teacher is defined by the workload scheme renewable each semester: from 50 hours - to 1000 hours - based on the course hours provided by the program.

Thus, there is a reduced working hours of academic staff, no more than 36 hours per week, is defined in DTMU; The pedagogical workload consists of teaching workload (conditionally the first half of the day) and also educational-methodological and other work (conditionally the second half of the working day); which is adequate to the functions assigned to them by university (and by society as well), as they have the opportunity to perform student oriented activities, discipline/professional-oriented activities focusing on: students` benefits (among others considering additional individual work with a student, involving of students into processes of modification of the course, support of students choices, support of students unions, consulting of students regarding personal issues and life decisions), discipline-professional activities (support of colleagues and/or participation in self-assessment and/or development of project applications and/or activities within professional associations, participation in university committees, development of university development policy etc.), public benefit (implies a professional advices offered to the governmental structures, business and public stakeholders; public education in the framework of professional expertise through media and other communication channels, etc.). The semester workload scheme of the university academic and invited staff, see at Annex # 57.

Formally, the annual fund of teaching days for the teacher is 40 weeks long, considering 24 hours of weekly students workload, 24x40 = 960 hrs, more precisely (considering holidays) 836 hours. Which is appropriate to and does not exceed the teaching workload of teachers (contact hours) etc. (as part of their "The first half of the day") for any category of elected personnel in DTMU. It is important as people subjectively evaluate their own energy spent/workloads in relation to their remuneration and compare their salaries with other people`s salaries who perform similar work; They are making conclusions about "fairness" and "unfairness", which is the motivator for their effective and productive activities.

It is important that (i) the working time distribution structure is changing in accordance with the development of higher education educational standards of Georgia: The share of independent work in classroom-based and non-classroom-based activities increases; (ii) The scientifically proven norms of the professional pedagogical workload (PPW) of the country are necessary to define the rational salaries; which also generates an objective necessity for determining scientifically proven norms while developing PPW considering, research (sectorial aspect) methodology and pedagogical workload labor costs.

For DTMU it is important to consider for the future, that education system (including medical education) is permanently changing, among others the possibilities of educational resources based on

IT technologies in education is increasing; the responsibility of students for their own education is (should be) increasing (does not "contradict", but is in the context of "student-centered" approach), accordingly the teacher's job functions as well (the teacher is no longer be just the transmitter of the knowledge, but also be the consultant, manager, facilitator, tutor, expert etc.); Which will also lead to a reduction in pedagogical workload, which will consequently lead to the development of staff and increase of wage benefits. Consequently, DTMU Quality Assurance Service recommends, that Public Health School to find collaborators (in the country, consultants from overseas) to plan joint studies for development of practical/valuable recommendations in this direction.

Evidences/Indicators
1. Provision on Workload of Academic Staff of David Tvildiani Medical University (DTMU) (Appendix # 56)
2. Table of academic staff workload (Appendix # 57)

☐ **Strengths and Areas for Improvement**

Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
1. The university has developed and approved a document on Workload of Academic Staff that is oriented on the development of academic personnel;
2. Academic workload, its types and etc. are shared/ accepted by the DTMU academic community and approved by the Academic Council.
3. The document is useful for calculating the volume of academic activities and its specific characteristics for planning, reporting and control means for educational schedule, and individual learning plans
4. Projects developed and implemented for the development of professional staff; Policy and practices in the university;
5. Available rule for election of the staff in accordance with legal requirements (considering affiliation - is relatively soft approaches towards the rule of affiliation, which implies maintaining the employment relationship of the academic personnel within the terms election and signed contract)

Areas for Improvement
1. Effective Implementation of New Rules of Workload and Reporting;
2. Analysis of DTMU professors-teachers working norms by the Quality Assurance Service (more orientation on number and % oriented);
3. Monitoring assessment report on actual performance and control mechanisms by Quality Assurance Service;
4. Planning and conducting of scientific research of professional pedagogical work expenses.

5. Students and their support services

HEI ensures a student-oriented environment and the protection of student rights; offers students appropriate services including support mechanisms for employment, provides awareness to students, conducts a wide range of activities and promotes maximum involvement of students in these activities. HEI utilizes student survey results to improve student support services.

5.1   The Rule for obtaining and changing student status, the recognition of education, and student rights
➢ For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period.   ➢ HEI ensures the protection of students' rights and lawful interests.

Description and Assessment

According to the level of study process, in Medical Doctor's program (single-cycle educational program, PhD degree), the regulation for mobility, acquisition, suspension and termination of student status approved by the Rector Board is applied at DTMU; As well as the procedure for regulating the learning process, which also reflects the procedures for enrollment of Georgian and foreign citizens in DTMU, the rules of mobility and registration of students, awarding qualifications, students' rights and obligations, or grounds for graduation and suspension, as well as means for incentives (Appendix # 58, # 59, # 39).

In accordance to the Georgian legislation, Georgians as well as foreign citizens who have completed the last two years of their secondary education in a foreign country can join DTMU without passing unified national examination. Communication and procedures applied to the applicants, who wish to join DTMU are conducted in accordance, with university regulations, developed in full compliance with Georgian legislation. Biology, chemistry, physics, mathematics are profile determining subjects, while appropriate knowledge of English language is mandatory for entrants. In case of enrollment through the Unified National Exams applicants shall be tested in aforementioned subjects by the National Assessment and Examination Center; The right to enroll other applicants is issued by the Special Administrative Act of the Minister of Education and Science of Georgia, Order #224/n 2011 year. December 29.

The Dean (or Deputy Dean) assesses the candidate's achievements in general education (and / or equivalent), knowledge of English language as well as a number of other subjects for the possibility of enrollment in DTMU (education abroad) and gives his/her recommendation on possibility of enrollment to the program, as well as any additional study activities that may be required. recommends the DTMU's Diploma in Medication Program for the purpose of determining and enabling opportunities for its individual learning purposes.

After all the necessary procedures (Recognition of education by the National Center for educational Quality Enhancement, issuing of a visa by an appropriate consular office, payment of the tuition fee) have been carried out, candidate is registered at DTMU as an active student.

Decision whether the candidate joins the study process during the first or second part of the academic year is made by the university depending on the specifics of the program as well as outside factors.

Admission to PhD Program:

The prerequisite for enrolling a candidate in PhD studies is master's (biomedical sciences) or an equal

(MD) degree; Admission is open for local residents as well as foreign citizens. Acceptance to PhD studies is conducted through an open competition, held by David Tvildiani Medical University. The mobility in DTMU is done according to the Georgian legislation, which implies the presence of appropriate vacant seats for mobility and a public statement from the university on readiness for enrollment of students; The procedure also implies revision of the information provided by the applicants. By reviewing the information provided by the applicants the university determines the appropriate semester in its program to enroll the applicants. Additionally, by evaluation the academic performance and motivation of the student (through interview) university determines the possibility of continuing and / or starting his / her studies (from the first semester); Provides the appropriate decision until the completion of the registration procedure. In case of approval on mobility, the applicant will pass the standard procedures for transferring to DTMU: Signing the contract, registering, agreeing to individual liabilities, etc.

Each entrant at DTMU it shall go through the registration in order to gain an active student status, this is done through providing mandatory documentation and undergoing appropriate procedures (Appendix 60). After all the aforementioned is carried out, student is given an identification number an entry is made in the National Center for Educational Quality Enhancement general register and a student ID is issued.

The DTMU student also has a semester registration obligation, in order to validate the contract between the university and the student, to cover the tuition fees of the current semester within the period defined by the contract; It also possible to notify the university about the objective or subjective reasons in writing. DTMU student is also obliged to register for a module if the tuition fees in the semester are exempted by the Rector to be paid partially.

Registration is required for choosing elective subjects: In case of planning a course abroad 6 months earlier (not less than 3 months), and in case of planning a course in Georgia, not less than 1 month; the student should apply to the Dean for the Agreement, Approval and Registration of its Individual Curriculum (Appendix # 39) . Qualifications for which candidates are recommended are: a MD (MD Educational Program, one-step) and PhD in Medicine (PhD Program in Biomedical and Health Sciences).

Complete study process is evaluated after completion of the program to a satisfactory degree. Two types of diplomas are issued upon completion.

A) Excellence - will be awarded diploma of excellence

(B) Other type - diploma is issued

A graduate with exceptional academic achievements as well as behavior is awarded an honorary diploma.

A) stable high academic achievement envisages no less than 75% of the total program in the course module and the course "A" in the overall and disciplinary assessment; Maximum 25% of courses and modules - Assessment "B". Assessment of the qualifying examination.

B) Student should not have received a disciplinary punishment through the whole study process (Annex # 39).

Learning can be completed within the term (at least 12 academic semesters) determined by the program or be extended with an additional semester in case of a necessity to repeat a semester (no more than 10 semesters within 5 years) (annex #39), suspension or termination of active student status by the university or the student. The maximum period for suspension of the student status is 5 years (according

to Georgian legislation), 5 years after the suspension; the university can terminate the status of the student. The student has the right to request restoration of the status suspended during the last 5 years. Students' Mobility is announced by the National Center for Educational Quality Enhancement twice a year. The university students who have the option to use the internal mobility twice a year within the framework of MD Program (MD, MD ePBL) #59.

Students have the opportunity to: 1) Use internal mobility within the quota (allowable number of students) for each program, including opportunity to continue study on another program in case of changing or canceling previous one. 2) In case both programs are terminated and students will have to transfer to other university for further education, the school will negotiate this process with the National Center for Educational Quality Enhancement.

In case of student transfer to another university, all of his/her documents shall be provided without delay (Appendix # 38).

The student, as a member of the academic community, is obliged to comply with all the rules and regulations adopted by the university, and the procedures specified in the documents of students' ethics; Dean will be notified on each case of inappropriate behavior of a student. He/she is authorized to adequately respond to such cases, including termination of student status (for reasons of inappropriate behavior with student status) about which students are provided with information before the contract is signed (as a signatory the student is obliged to know his/her rights and responsibilities.) The university expects the students to behave respectfully within its premises as well as outside; Being on time for classes; appropriate attire; Responsible attitudes towards administrative staff and teachers' directions and / or advice; Supporting equality; Sympathetic attitude towards patients (Annex # 61, # 27, # 62).

The faculty's responsibility in the university is to maintain highest standards in academic honesty; Consequently, any attempt by the student to present others work as his / her own or; Or in an attempt to pass an exam in an inappropriate form (using certain literature without permission, passing the exam instead of others and / or using someone else for exams, etc. (Annex 27 and 62), be considered as a particularly serious violation; Being considered as the grounds for disciplinary punishment of the student, and the work performed by him/her will be annulled. In the case academic violations the decision to suspend or terminate the student's status will be made only after a listening at the disciplinary committee (Annex 39, 62).

University provides financial support to facilitate students' academic progress, extracurricular and social activities. In particular:

(I) Scholarship (Appendix 63): David Tvildiani Scholarship for students from second to sixth year (one student will be selected for each course) A transparent and objective rule of appointment and issuance of a monthly scholarship shall be made by the Joint Competition Commission (procedures, deadlines, presenting documents in appropriate order) (Annex 62).

(II) Rector's Scholarship (will be awarded to the Best Graduate)

(III) benefits for excellent students (deduction from tuition fee) (Appendix # 39):

➢ 25% of the tuition fees for the next year;

➢ 50% of the tuition fees for the next year;

➢ 100% of the next year's tuition fees (Dynamics of Years in Table 1);

(IV) Financing of US Medical Certificate Exams (USMLE); Also,

(V) granting status of the best student of the year (Annex # 62);

(VI) Acknowledgement for various activities in the personal case (Annex#62.)

(VII) Exclusive Scholarships for the students of David Tvildiani Medical University by partner organizations and clinics (Annex # 64).

DTMU ensures protection of the rights and legal interests of the student, which is relevant to the mission of the university and the objectives stated by the Statute; The student's rights and responsibilities are specified in various documents, including: Student's Rules for Obtaining Student Status, Suspension, Termination, Mobility, Recognition of Education and Restoring Status, Code of Student's Ethics, Rules of Conducting Final Examinations. The student, who is registered at DTMU, has signed a contract with the university after passing the registration; The contract is printed in two copies. The form and sample of the contract is avaliable on the University website.

Table 1. Dynamics of financing of successful students
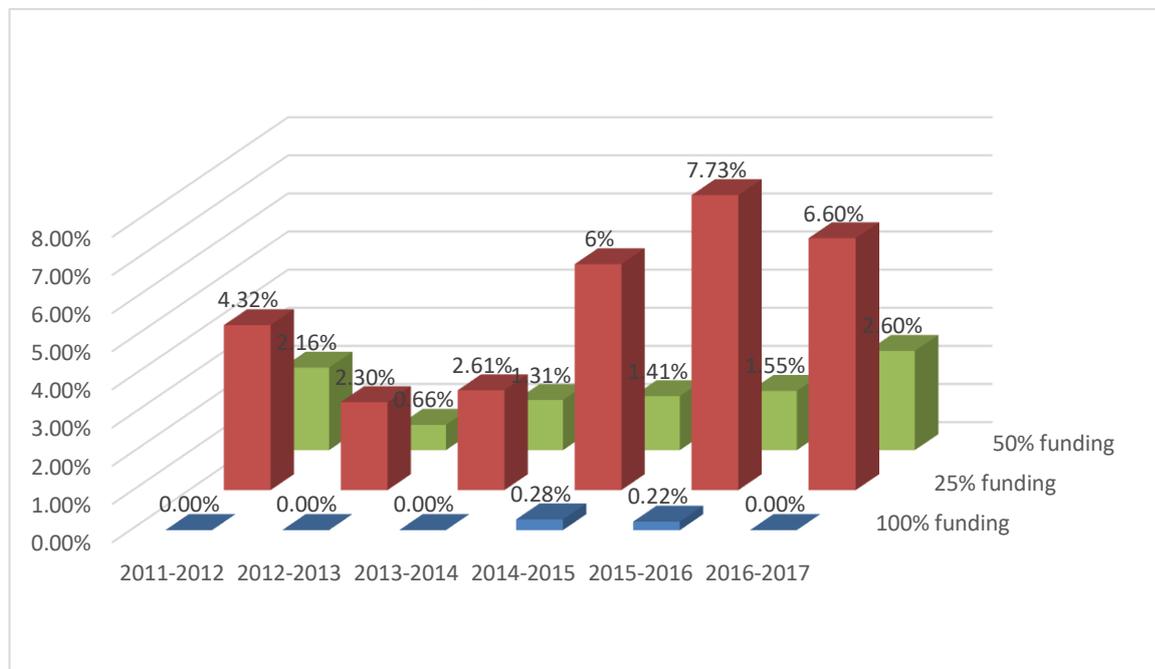
Evidence/Indicators

1. Rule of Recognition, Suspension, Termination, Restoration, Mobility, and Study of Student Status (Appendix # 58)

2. Rule of Recognition, Suspension, Termination, Restoration, Mobility and Recognition of Student Status in the PhD Program (Appendix # 59)

3. Samples of contracts signed between university and students (Annex # 61)

4. Code of Student's Ethics (Appendix # 27)

5. Rule of Regulation of the Study Process (Appendix # 61)

5.2 Student Support Services

➢ HEI has student consulting services in order to plan educational process and improve academic performance.

➢ HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development.

> ➤ HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives.
> ➤ HEI has mechanisms, including financial mechanisms to support low SES students.

Description and Assessment

The practice of providing assistance services planning of their own learning process and improvement of academic achievements has been practiced since the since the foundation of „AIETI" medical school.

Currently, the process has evolved and become more formalized; in particular, the student's assistance from academic staff (which is always recognized as an organic and inseparable part of academic activity) involves calculation of pedagogical work-norms: Specifically, consultations in the group of up to 20% of students' independent work, exam (oral) previous consultations 2 hours per group; in the professional skills progress, 2 hours per group before to the certification/attestation 2 hours before the qualification examination; consultation for each students - up to 10% of students' independent work size/capacity; surveillance / supervision over independent work of students including purpose of counseling up to 20% of student's independent work. As well as counseling on preparation of abstracts and research projects (Appendix # 56).

Faculty (university) structures are within the scope of their authority are ready to assist students, In particular, the dean's office, including react and support students' individual needs (deliver information and solution) Prepare documentation for students' personal history. for the purpose of recommendation (financial aid, career growth, characterizing students, continuous study etc.).

Facilitate visas and insurance related issues to foreign students, Communication on the issues of any student (related to the educational process and / or personal problems) on the subject of promotion of students engagement in the program and / or unprofessional individual academic activities: Individual training, clinical (mainly) and other formats of study, elective courses, and / or other (Appendix # 55: Work descriptions ;) Care for the graduates' career growth, providing appropriate / necessary Documents, Signs Paper, Transcript of diploma, Recommendation-Confirmation, etc.

All staff members of the dean's office are involved in student support; In addition, the most frequent and close communication students have with the course coordinator, which is usually "the first" to whom the student asks for help; The coordinator shall provide him/her with assistance / counseling under his / her authority or addresses the dean or Dean's office other members about the problem of student.

The student is assisted by the Vice dean in the field of science as well as the scientific-research department. They are providing individual counseling services to the PhD students and the Students of faculty of Medicine (Appendix # 55: Work outreach - the head of the Scientific Research Service); in particular:

- Elaborating of grant application
- To develop a research protocol
- Elaborating of research data recruitment tools
  Implementation of study data statistical analysis
- Preparation and publication of scientific article
- Searching and processing scientific literature
- Assessment of scientific work to eliminate plagiarism
- Facilitate participation of staff, doctoral and medical faculty students participation in scientific conferences

Students can apply to the Dean's office and get appropriate individual or group assistance in the form of

additional training courses to eliminate academic backwardness; And / or relevant consultations to facilitate the preparation of the Residency Examination (Annex # 39). Also, his kind of assistance is provided to students by DTMU graduates who are currently working abroad.

The University has an " equality Support Center", which exists for many years course students are assisting freshmen in the processing of basic medical science issues

: "Remember how hard it was for them and how to deal with it." Currently this format is expanded: The university has created a student and young scientists scientific association, which organizes conferences and in the processing of basic medical science issues

The University seeks to encourage interested students to participate in interesting student and professional activities (Appendix # 65). Students' participation in DTMU has become a tradition:

- Antwerp University Summer School in Vaccines (Belgium) Participate annually (since 2014)
- Annual Symposium of Molecular Biology, Cologne (Germany) since in 2016
- As well as participation in a number of international student and professional conferences
- For 10 years, the students of DTMU (70 students were involved in the program during the last six years) have been involved in exchange program in The Klaipeda University Hospital within various fields of medicine (chosen by choice, future career choices).

DTMU Alumni relations department in collaboration with university graduates who works in USA, implemented a special project,

- 20 sixth-year students to practice in different clinic of USA
- Based on a signed agreement, in the German city of Mainz, DTMU students have the opportunity to participate in practices at the center for metabolism and hormones.

The University also supports the possibility of Additional internship programs

- by students on the basis of a one-time training agreement at clinics in Europe, the USA and/or India.

The university supports university students professionalism level growth/increase with their involvement in students' professional organizations (including financial support DTMU students cooperation with Georgian

- International Medical and Public Health Association (GIMPHA) and engagement in the activities.
- European MD/PhD Association membership and active participation.
- Facilitation of university students with meetings and workshops of International Federation of Medical Students' Associations (IFMSA) [including the support of its "subsidiary" Georgian Medical Students Association (GMSA) in Georgia).

Participation in American Surgeons Association Clinical Congress (American College of Surgeons)

It is noteworthy that most students use these opportunities to share experiences with other peers. Such student initiative (which is fully supported by the University) is the foundation of the Basic surgical skill interest group (SIGA) by DTMU students

, In which enrolled 45 students. There was developed Peer-course for those students who plan to choose career In the surgery field/ as surgeons

- and in specialized courses. 4 student-tutors and 3 student-tutor assistants were trained to conduct trainings; the results of the student survey showed that the group's training (i) is of interest and beneficial for students; (Ii) Course is useful for student career choices and growth; (iii) The financial and administrative promotion of the work of this group should be gained by the University. Recommendations were also developed for the improvement of the course (Appendix # 66).
- In this field of medicine (surgery), student cooperation and assistance is particularly noteworthy: Quality Assessment Group has conducted a survey of senior students, where students who has

already formulated/decided his/her career choice point to the choice of "specializing in surgeon", which is yet another confirmation that this form of students' interaction with the university will need more support in the future (Appendix # 67).

The University recognizes that the issue (promotion of students in career growth) is much more complex has already formulated/decided his/her career choice

In addition, as a medical practitioner's career choice, in the majority of cases Formulates during studying in medical school

, not only "interest" (an example of emotional factor) and / or: "Revenue" is an example of a rational approach to surgery, but a number of other factors: Professional and lifestyle expectations, and a number of aspects, goals, desirable jobs (geographical, big / small town, etc.). In the context of "goals", "expectations" and "desires". The correct approach to helping in the career choice in the medical field should take into account the joint (adviser-student) focus on the matter. Consequently, the Center for Promotion of Career Development was founded/established (appendix #68), which will take into account the future work and will plan individual worksith students in the context of the aforementioned; the obligation is reflected in the Action Plan (appendix # 4).

A good tradition of cooperation has been formed between students and the university's public relations and marketing department. This structure of the university promotes students 'involvement in events planned by it, as well as students' initiatives (sports, arts, cognition, etc.) implementation (see among other things section 1.2 of this report.) Joint tours, social activities and involvement in sports events (Appendix # 65).

The university foresees the student's social-economic condition and has developed flexible system for lessening payment system; The student is given the opportunity to pay the tuition fee modularly (usually 3 times in a semester) or individually (in certain cases) according to the determined plan
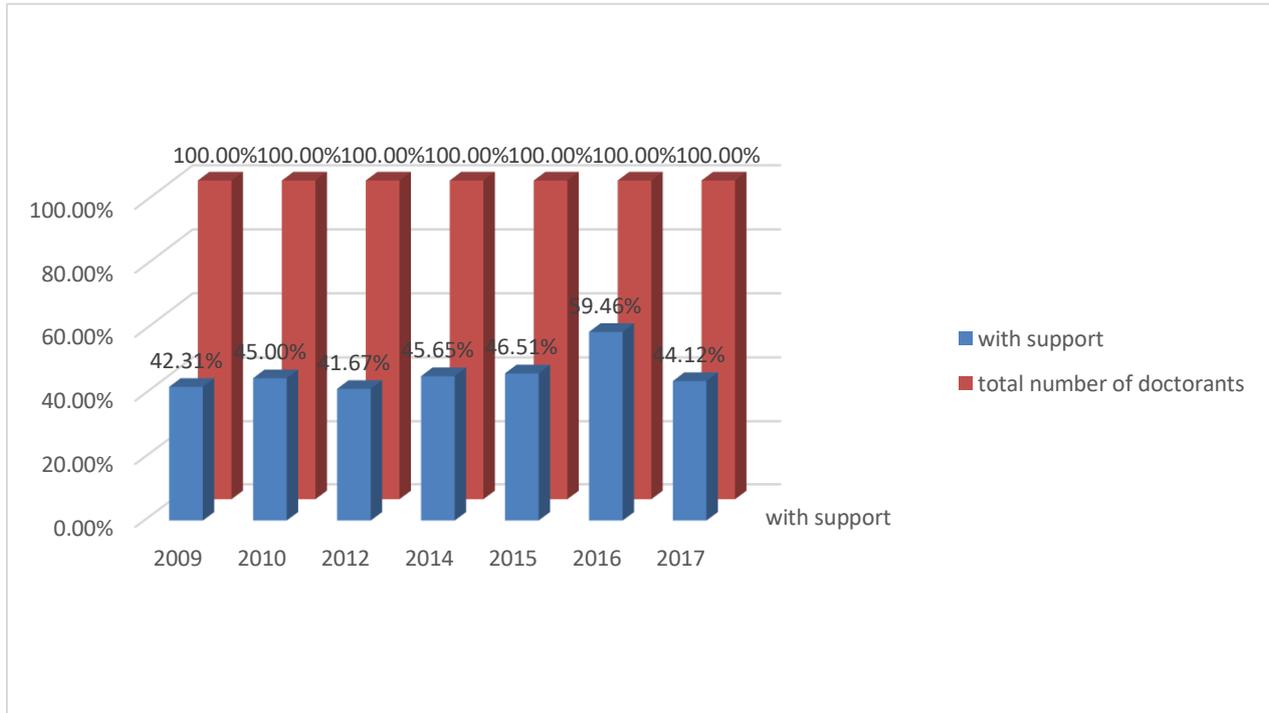
. During the last two years, the privilege of paying the deductible fee for the MD student (Table # 2), also in the PhD studies (Table # 3).

Table 2. The dynamics of modular benefits from 2011-2012 academic year
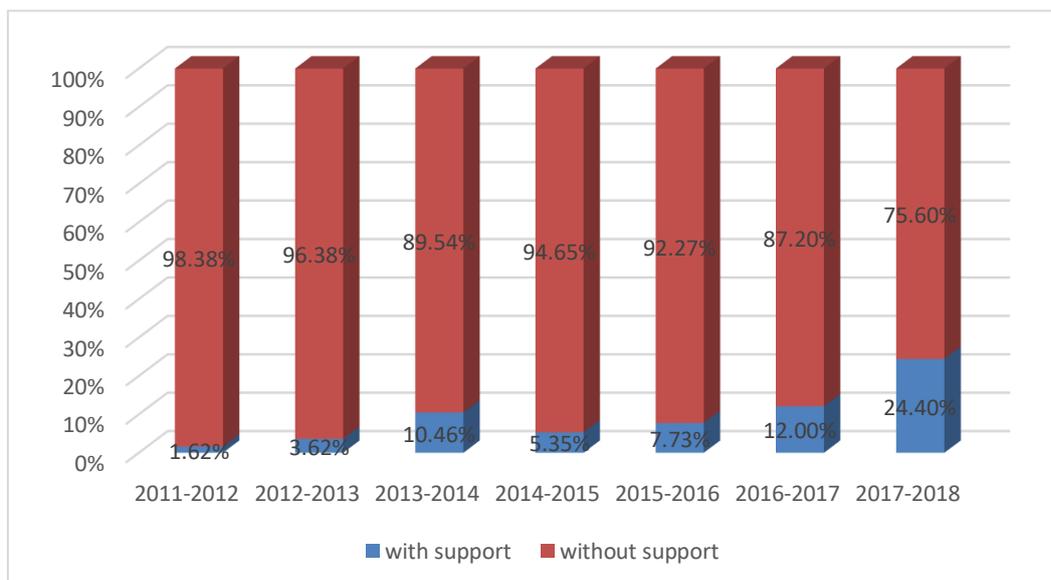
Table 3. Dynamics for the use of financial benefits for doctoral students:

Evidence/Indicators
1. Rule of Regulation of the Study Process at the University (Appendix # 39)
2. Results of Graduates Study of David Tvildiani Medical University regarding their career and academic development (Appendix #34)
3. Career Development Support Center (Appendix # 68).
4. Web site http://siga.ge/
5. SYSSA Regulations (appendix #69)
6. Student Initiatives implemented (appendix #65)
7. SIGA -**Report** (Appendix #66)
8. Rule of Students Registration (appendix #60)
9. Student Regulations (appendix # 62)
10. Pedagogical workload Document (appendix # 56).

☐ **Strengths and weaknesses**

Please, present the strengths and weaknesses of the HEI considering the requirements of each component of this standard

S - Strengths
1. The organization and practice of learning process in DTMU will ensure the protection of students' rights and interests;
2. Existing system of financial support for learning;
3. The scholarship fund organized by DTMU to motivate student learning;

4. Organizational, academic and financial promotion practice of student initiatives;

5. "Equality Support Center" and supporting student mutual assistance activities;

6. Creating a special service for promoting career growth;

7. Promote students' public relations;

8. Good collaboration experience of students with public relations and marketing department

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weaknesses

1. Implementation of effective system of career growth in the university;

2. Encourage student initiatives and create more financial capabilities in support of them

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6. Research, development and/or other creative activities

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

6 .1 Research Activities
➢ HEI, based on its type and specifics of its fields, carries out research/creative activities. ➢ Ensuring the effectiveness of doctoral research supervision. ➢ HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field.

Description and Assessment

Davit Tvildiani Medical University faculty, PhD and medical students are involved in research in Medicine that included wide range of research activities focused on diverse medical problems. The university currently hosts basic, clinical, operational and translational research projects. (annex #71 , #81).

DTMU research interests are: Structural and Functional Basis for Norm and Pathology, Determinant of the Disease Management Strategy and Professionalization of Medical Education (Annex # 31: Doctoral Program); These research interest are tailored with the PhD program in biomedical and health sciences. The PhD program has offers research projects in the following areas:

- Structural and functional bases for normal and pathological processes, that has two subdivisions:

  - Modern use of biomarkers and future perspectives

  - Molecular and cellular based on human pathology

- Diseases etiology, clinical course and treatment, prevention and epidemiology

- Scientific basis for innovative medical education.

Research activities in the University contributed to the generalizable knowledge at the national and regional level by: (i) addressing cultural context of medical practices (ii) studding frequent (pathologies pregnancy, diabetes, cancer) and rare (Vest syndrome, pediatric arterial ischemic stroke) disease/health conditions, (iii) being involved in the International, multicenter research projects (e.g. : Research of epidemiological and genetic determinants of exfoliative syndrome); (iv) focusing on national problems (tuberculosis) at the national and international level (joint research project with Emory University funded by the National Institute of Health Fogarty International Center); It is mandatory to develop at practical recommendations based on the findings (appendix #72, #73).

The University has experience of collaborative research at the national and international levels, (Annex # 88); The University has a strategy for long term research activities including development and implementation of new collaborative research projects as well as involving medical students and residents

in research activities and ensuring research competences transfer. To strengthen PhD program the university plans to maintain collaboration with the international organizations ORPHEUS, EUA. The university has developed a conceptual document about science-based learning for at undergraduate and graduate levels (appendix #36). DTMU's academic staff research activity (Appendix # 71) is reflected in their workload (Appendix # 56); There are credit hours dedicated for the supervising PhD projects, conduct own research projects and membership of the Doctoral Committee.

The draft DTMU application is developed by associate professor or professor of the faculty and in case the program is approved, it is the head of the program. After examining the scientific application by the PhD in DTMU it is approved at the Academic Council and is announced for public competition. According to the terms and conditions of the university and the supervisor of the head, the supervisor's consent is to involve the applicant's specific doctoral program; in particular, it takes responsibility for the leadership of the Doctorate: To provide doctorate with scientific leadership before completion of the Doctoral Research Program; Planning of PhD Research Phase Studies with Doctorate; Supervision Performance of scientific research program; providing stages of the work performed within the scope of the research section of the Doctoral Research Program; publishing scientific articles around the Doctoral Research Program, preparing for the aptitude and the protection of the doctoral thesis. The formal effectiveness of the process ensures satisfactory completion of the PhD project (protection within the prescribed period of 3-6 years, abstractions of the protected dissertations Appendix # 80); Besides, despite the doctoral satisfaction (Appendix No. 74), they are unable to provide coverage in time for different and objective reasons (in the health system in the country and the "optimization" processes in general scientific environment). At present, these processes have become more stable; Consequently, the decision of the university to support the financial penalty has helped the doctorate students, as it is in the phase of completion 9-10 PhD projects: the research is complete and is prepared for public protection. It is important to note that there are many aspects can determine of leadership efficiency (willingness, experience, time, etc.); But from our observations is important to have foreign co-directors and / or external financing in research; What the university is doing in recent years is reflected in the development strategy: It is purposefully facilitated to obtain external financing (curriculum and assistant of research and research department) and involve foreign collateral (where appropriate) research management and/or assessment.

The Doctoral Committee (Appendix # 75), New Structure (Scientific Research Service) was created during the reporting period to facilitate effectiveness of Doctoral Research (Head/Doctorate). The Dean has a deputy in the field of science.

Evaluation and protection procedures of the doctoral thesis in David Tvildiani Medical University are carried out in accordance with the rules laid down in the Law of Georgia on Higher Education and DTMU Doctoral Studies (appendix #76).

DTMU Doctoral Program also provides for the high standards of assessment and protection of the scientific work done under the DSU Doctoral Study Program. The DTMU program also envisages the standards developed by the Doctoral Education Organization (ORPHEUS) in Biomedicine and Health Sciences in the European System of Higher Education (PhD) based on the best practice, Which facilitates compliance of international level of doctoral studies at Davit Tvildiani Medical University and internationalization.

The transparency and fairness of the implementation, assessment / protection of the scientific project and the degree of doctoral degree in the DTMU is provided by the best experience in the field of scientific research with local, national and Partnership and cooperative cooperation with international research centers.

 DTMU regulatory document, "The Dissertation Board Regulation" defines the rules and conditions of DDU Academic Council's drafting of the Dissertation Board, the activity and the Doctor's academic degree. The document "Doctoral Principle" regulates the procedure and conditions for admission, participation and

doctoral academic degree in the doctorate program (Appendix # 76).

In DTMU regulatory documents regulatory rules for assessing and protection of doctoral work are procedurally defined: Requirements for the dissertation work; Publishing obligations, (including international levels); Procedure for presenting the dissertation work; Public Defense Procedure and Evaluation of Thesis; Academic quality assignment procedure; Diploma and issuance. The dissertation work that corresponds to the formal standards of scientific publication and is lined with the academic writing style, should be submitted to the Doctorate Committee on Printed and Electronic.

The dissertation should be written in Georgian language.   (At the request of the Doctorate and the decision of the Doctorate Committee on the basis of the individual application, to allow the dissertation of English in English). It should be accompanied by a Georgian and English version of the main provisions of the thesis (abstract). The thesis should satisfy the following characteristics: Novelty, topicality, scientific/theoretical and practical purpose of research. Hypotheses and problems with research should be well-grounded.

Research design and methodology are relevant to modern and research purposes.

All recommendations and suggested conclusions should be derived from analysis in the dissertation. The dissertation should reflect the substantiated results of scientific research. The work should be of scientific innovation and contribute to the development of the field. Prior to undergoing dissertation defense, the submitted documents are tested for integrity, the work goes through approbation (fist in the institution / department, which performed the study) and in the case of its positive conclusion (reflected in the record), the work is sent to opponents (composition of opponents as well as the composition of the Dissertation Board is determined by the Academic Council Directors Committee). Public defense at DTMU takes place with the participation of highly qualified academic and scientific personnel in compliance with transparent and established rules. The Dissertation Board makes the decision on granting the Doctor's academic degree by secret ballot. At least three quarters of the votes of participating members are required to be awarded.

Voting results are recorded in compliance with the procedural requirements set out in the Dissertation Board. The Chair of the Dissertation Board informs the Academic Council members about the decision of the Dissertation Board to grant (or not to grant) the Doctor's Academic Degree. The Academic Council in decision making process, assesses: The compliance of the number of credits accumulated by the applicant with the minimum number determined by the law and the quality of the requirements and procedures for the preparation of the dissertation work; Conclusions of expert commission (opponents); Quality of the procedures for the public discussion of the dissertation council by the Dissertation Board. In considering these established issues, the Academic Board adopts one of the decisions made by the Dissertation Board: On granting or refusal to grant a doctoral or academic degree to an applicant. Applicant has a right to request a copy of the meeting of the Dissertation Board meeting; Appeal the results of the conclusions within no later than three days after the end of the session if, in his opinion, procedural violations occurred during the protection; In a period of one year, it is still possible to present a revised thesis solution, which will be reviewed according to the same procedure. Decision of the Academic Council on refusal to grant a Doctor's academic degree may be appealed at the court within 1 (one) month from the date of the acquittal by the Quality applicant in the court (Annex # 76).

Evidences/Indicators
1. Information on DTMU academic and scientific personnel activities (appendix #71)
2. University Studies Development Strategy (appendix #72)
3. Report on the implementation of the DTMU and the Planned Survey (appendix #73)
4. Results of students; surveys on the effectiveness of supervision during PhD researches and the report on utilization of the results. (appendix #74)
5. Statute of the Doctorate Committee (appendix #75)

6. Rules for Regulation and defense of Doctoral Papers (appendix #76)
7. Doctoral Program (appendix #31)
8. Study concept based on science.
9. Contracts with Databases (appendix #88)
10. Pedagogical Workload Document (appendix # 56)
11. Abstracts of defended doctoral papers (appendix #80)
12. Report on the studies carried out by the Faculties / Departments (including affiliate personnel) (appendix #81)

6.2 Research support and internationalization

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

Description and Evaluation

The University has a system of research development and creative activity support, which aims at finding new knowledge, visions, approaches and perspectives (including further studies), including new research findings (appendix #77) Above noted systematization is conditional as follows: (i) Support for providing relevant services, including individual needs; (ii) Knowledge of the relevant educational formats; (iii) Sending researchers and students (in accordance with their interests) for the purpose of reporting, participation and new interesting collaborative capabilities at the international forum; As well as in various laboratories (training); (iv) software requirements; (v) Annual organizing of scientific conferences.

(i) Support by providing relevant services means: Scientific research service aimed at individual counseling and as appropriate: 1. Provide counseling to researchers in research design and statistical analysis; 2. Peer-review in the publication of the magazine; 3. provide resources: on the rule of conducting literary search; 4. Counseling on presentation methods, methods and means. Center helps PhD (also Medical Doctor students), young researchers methodically properly "settled" (the correct statistical analysis purposes) research projects in writing, for which in some cases is not enough, "Epidemiology and Biostatistics" training course, which DTMU doctoral program mandatory training courses are included. It is important that this center is provided by the individual consultation principle: "The student gets advice and does it himself" (appendix #55-2).

(ii) Knowledge delivery in relevant educational formats: A new course "Successful Project Development" (successful project development course) was developed within the project "Project Actors Capacity Training in Caucasus" (including Standard 3). Manuals are created for the courses; at the I stage of the course development, it was mainly aimed at writing development oriented projects; Knowledge and the use are very important for students of Doctoral Studies and Young Researchers, as these types of projects and participation in them are essential for institutional (and general) development (university and / or other); consequently, the "owner" of this skills is competitive in terms of employment and career growth. In addition, the project (in addition) has developed a scientific project writing guide: Practically based on the same logical framework, approach was developed according to the examples required for constructing a research project (appendix #31).

Thus, the course delivery form (mixed: Face-to-face + e-placement), the same communication platform (e-platform) became possible through a "Profile" course developed within the framework of the project: I - development and II - science-oriented projects writing course. Both types of course gains student research skills, but I belong to a "supplier" category of general-transferable skills; PhD student will have the opportunity to take both course. Oriented on development (see. above) is recommended by the Curriculum Committee as an essential training course for the program; However, the analysis of the issue will be based on the results of the student's opinion survey. Practical classes of the research (has been developed for students' instruction), this will also be important format for new researchers in the form of "junior club" for students of pre-diploma (as well as for resident teaching programs) And for the proper formation of these potential research ideas, which, by our observation, was always problematic in Georgia, especially for young people

(appendix #31).

(iii) Sending students and researchers (in accordance with their interests) for the purpose of reporting, participation and new interesting collaborative capabilities at the international forum: The University continuously encourages students and teachers to take part in such activities. In this regard, it is important for the university to support doctoral students by grant competition by Shota Rustaveli National Science Foundation. Support of the international scientific-technical center for our university and staff. The university focuses exclusively on helping researchers in relation to fund and responsible reporting issues (Appendix #77).

(iv) Software Requirements: University Doctoral Program implies the demand for the dissertation; In the dissertation (unlike the abstract) is quite extensive chapter of the literary review (25-30 pages); It is traditionally requested to formulate ideas / hypotheses in the context of knowledge, visions, approaches and perspectives concerning the problematic issues; For this purpose, the additional development of the doctorate is required in the form of the dissertation (and not only in the form of a hierarchy) for the defense of the student's work. In addition to the diploma in education (except new courses), we will consider: In the clinical context of basic medical science issues, the requirement for understanding is provided:

- Teaching / Learning and Evaluation of Organ Systems
- Literature used for learning.
- Formats used in teaching, PBL and Case-based elements.

(v) The university has established a new format of DTMU conference, improving academic standards in education (ISE), has already been conducted; The University also continues by DTMU's young scientists and students (SYSSA: "Student and Young Scientists Scientific Association") to facilitate conferences and engagement of international participants in it (appendix #82).

The University promotes scientific research grants, funding and / or co-financing; Specifically, the funding of the research on the university budget includes 3-6% (reporting period). It also facilitates doctoral studies with the introduction of the allowance or the tuition fees; The university is ready to fund studies of Shota Rustaveli National Science Foundation in the draft will not obtain financing, but will be "funding opportunities for selected categories" (Annex 72), which is important for the publicity and transparency and the internationalization of the projects (Shota Rustaveli National Science Foundation Registered projects i) assessment of the Fund provides local (external DTMU's content) and foreign experts. DTMU has been allowed to grant a grant competition since 2013, and the University continually seeks to assist the doctoral students in preparation of the grant application, consulting them in various technical details, which has resulted in good results. Of the 12 projects included (total quantity) 9 were financed by internal monitoring and administration the university tries to maximize the implementation of the project in the scheduled timeframes. 4 Doctorate account is passed without any sanctions for this period. In the case of the rest of the students, the process is underway. Two more students benefit from the Emery-Georgia TB Research Program (funded by the United States National Institutes of Health (NIH) International Center for Fellowship) grant funded grant; The university will try to take part in this grant competition (appendix #77).

DTMU cares about the improvement and efficiency of its activities in relation to research and development; between them: By reviewing the guidelines for regulatory documents, as well as student and doctoral guidelines, by creating new training courses and supporting literature; Which aims at strengthening research skills and improving monitoring evaluation on progress. As well as by increasing the internal budget of research funding and public financing of research financing, transparent and fair (appendix #79). By adopting adequate mechanisms for assessing the quality of research activities (appendix #86).

DTMU takes care of the involvement of a younger person and the "focusing" research activity; This is proof

of the fact that the university students' leadership and promotion of their initiatives over the years have been recognized by the university with their participation in research and local and international conferences. The scientific conferences, scientific days (Nobel Days, DNA Day), organized by their researches, are supported by technical and material support (Appendix # 78).

The university is trying to internationalize its activities, including research and development activities in general. In particular, in the context of research activities and its organization, it is important: Within the framework of the Doctoral Program, 5 scientific papers are required, out of which the 3rd article format (reflecting the main findings and conclusions of the research) should be reviewed and printed in the journals published in PubMed; The autoresponder is printed in two languages (second language in English Issued (appendix #76); International cooperation in joint management and co-operation in DTMU research (from current research studies 8), opinions and review of works; The university currently does not have a joint doctoral program, although there is a university co-operation (the principle of the Kutatgan) corporation. For the purpose of counseling the university, doctoral students (currently 5 Dissertation with DSU state coordination) (Annex # 83).

Participation in the International Student and Doctorate International Forum for research purposes, including the assessment of their work (Charts University, Hradec-Krilov International Annual Conference, for DTMU presently with 2 participants, and the Committee for Attestation).

In the context of organizational development, it is important to participate in international grant competitions, as well as research and development projects in order to deepen the involvement of the University in international collaboration. The University has successfully implemented the following projects:

- ✓ ePBLnet: 530519-TEMPUS-1-2012-1-UKTEMPUS-JPC „Establishment of the Supra-Regional Network of the National Centres in Medical Education, focused on PBL and Virtual Patients"

- ✓ 544047-TEMPUS-1-2013-1-GE-TEMPUS-JPGR "Project Actor Capacity Training in Caucasus"

- ✓ #G-2094 "Elaboration of a universal test on magneto sensitivity" (Completion Date 10.11.2016)

Currently the University participates in the project:

- ✓ "GEORGIA / INTEGRITY IN HIGHER EDUCATION INSTITUTIONS IN GEORGIAN INTEGRITY FOR LEADING TEACHING AND LEARNING (current coordinator - Ilia State University, Georgia)

The following projects have been elaborated under the guidance and / or participation of DTMU in this year's grant competition:

- ✓ Capacity Building in Teaching and Assessment of Clinical Reasoning Skills in MD Curricula / TASK (Competition; Coordinator - David Tvildiani Medical University, Georgia)

- ✓ BIOsafety Training and University Education: developing a common framework in the Eastern Partnership Region / BIOTUNE (within the framework of the competition; Coordinator - University of Milan, Italy)

- ✓ Curriculum Development in Medical Study Programs / CDMed (within the competition Filed under; Coordinator - University of Masari, Czech Republic)

- ✓ Capacity building in healthcare innovation and entrepreneurship / DREAM (Competition

Within the framework of Coordinator at Babeş-Bolyai University, Romania)

✓ Raising Research Capacity of Georgian HEIs through Developing R & D Units / HERD (Competition *Within the framework of Coordinator, Javakhishvili Tbilisi State University, Georgia)*

David Tvildiani Medical University is an individual associate member of the European Association of Universities (EUA), European Medical Association (AMEE) member, member of the European Council for Evaluation in Medical Education (EBMA).

Member of the two European organizations (also representative of the Executive Committee): ORPHEUS in the Medical Schools Association in Europe (AMSE) and the European System of Biomedicine and Health Sciences (ORPHEUS).

The University acquires important perspectives (research relations) with significant international collaborations, including contractual agreements: Andersen's Cancer Center (USA), Vienna Medical University pathophysiologic, Center for Infectious and Immunology, is planning a future relationship planning process.

Evidences/Indicators

1. Research support mechanisms (appendix #77)
2. Work Description of Research unit (2 in appendix #55)
3. Syllabus "Basic Principles for project proposal development" (appendix #31)
4. Students' survey results on their involvement in scientific activities and on supporting respective initiatives.
5. University Studies Development Strategy (appendix #72)
6. Strategy of attracting and involving young staff in scientific research activities of the University (appendix #78)
7. Transparent and fair procedures for research financing;
(appendix #79)
8. Research quality assessment and assessment results (appendix #86)
9. Joint Research Activities and Cooperation with International Partners (appendix #83)
10. Doctoral project evaluation and PhD dissertation defense rules (appendix 76)

6.3.   Evaluation of Research Activities

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

Description and Assessment

Research activity is the essential part of the academic and scientific staff of David Tvildiani Medical University, together with the pedagogical workload:

(i) Staffs' Scientific-research work: Scientific research within the university community; Preparation of monographs; Prepare an article for a publication in a scientific journal; Conferences, symposiums, etc. Speech and/or publication; The leadership of the students' scientific-research work to prepare the speech for conference; Leadership of the Scientific Circle; Review and expertise of scientific-research papers (including dissertation); Participation in the Dissertation Board;

(ii) work on grant application: Scientific Research (and/or Developer Project development) Project development; Processing and submitting the grant application in the form of submission; Work with international collateral in international scientific (and/or development-oriented) projects; There is a scientific productivity assessment system in the university (appendix #85), which is based on certain quantitative and qualitative indicators: Quantitative data is used for articles, abstracts, manuals and monographs, etc. i.e. Number; Qualitative - peer-review, PubMed edition, impact factor; Since medical studies are very diverse in terms of the field of medicine and its subsections (something that can be in the case of specialization "Medium" or higher). Scientific research output qualitative indicator is "Impact factor" equal to 4 or above (note: the impact factor requirement is amenable to change based on the discipline). Also manuals/ monographies, international editions; Grants obtained through external funding serve as the assessment indicators. The data of the reporting period (with reference to the Affiliation) is reflected in appendix #81. Analysis of documents requested for elections, conclusions of the election commission, conclusions of the quality assurance service, and in some cases the annual reports provided by them are used to evaluate scientific productivity of academic / scientific personnel; The latter is the most difficult to collect, as well as the new approval of the pedagogical workload, including annual scientific reports and estimates, requiring the obligatory supply of this (annual individual account), which further simplifies the analysis system. The University uses the results of the study for the purpose of development (in the Strategic and Action Plan) for the purpose of finding new mutual cooperation as the creation of groups of researchers at national and international levels, working on joint project proposals and research and promoting them; For example Agreement concluded in 2016-2017 academic year:

- JSC "National Center for Disease Control and Public Health "- Subject of the Treaty: Cooperation in Biomedical and health sciences research and education
- "Center for Hormones and Metabolism", Germany - Subject of Treaty: Cooperation in under and post graduate education
- Anderson Cancer Center, Texas University - The subject of the contract: To develop and implement internship programs for DTMU students
- Vienna Medical University, Center for Pathophysiology, Infectious and Immunology - Subject of Treaty: Cooperation in the field of joint molecular immunology, allergology and medical genetics in under and post graduate education

Evidences/Indicators
1. University faculty scientific research output assessment system (appendix #85)
2. Report on the University faculty research activity and output by departments (appendix #81)

☐ **Strengths and Areas for Improvement**

Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard.

Strengths

1. For the effective implementation of the research component within the framework of the Medical Doctor and doctoral program, the university is constantly conducting organizational support: Addition of new staff, regulatory documents, as well as revising student guidelines, creating new courses and subtraction literature;

2. To share the best practice in the research (and its organization) within the "Organization of PhD Education in Biomedicine and Health Science in the European System"

3. In order to conduct research in medical education, the university continued to cooperate with older partners, establish new partnerships, created and presented new projects on grant funding (INNODOC, CAI-SRS);

4. Development of University and Student Development through financial support of national and international conferences;

5. Supporting Conferences and Involvement of International Participants, established by the Young Scientists and Students of the DTS Young Student Scientific Association - SYSSA;

6. Development of the Academic Standards of the University (ISE) Conference of the University (ISE) - Formation of the University;

7. The University has somewhat deepened the format of cooperation with the DSCU's Scientific Environmental Institutions; Expanded the scientific environment by finding a new international collaborative capability (Treaty of Andersen's Cancer Center (USA), Vienna Medical University).

Areas for Improvement

1. Provision of DTMU Doctoral Program (Doctor of PhD Program Accreditation);

2. Complete "acquisition" and practical realization of collaboration with DTMU's Scientific Institutes;

3. Initiation and development of cooperation with universities in Georgia;

4. Continuous preparation and participation of projects for research and development oriented grant competition;

5. Work on permanent growth of budget allocated by DTMU

7. Material, information and financial resources

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

7.1. Material resources
➢ The University possesses / owns material resources (movable and immovable assets) that are intended for achieving the goals stated in the Mission Statement, meeting the requirements of educational programmes and research activities, and being sufficient for the existing number of students and planned enrolment.
➢ The HEI offers the environment necessary for implementing educational activities: sanitary units, natural and electric lighting, and central heating system.
➢ Health and safety of students and staff are protected within the HEI.

➢   HEI provides adapted environment for people with special needs.

Description and Evaluation

DTMU (as of February 28, 2018) holds 2 spaces (one entitlement, second right to use) and non- educational premises [(student ownership) space (ownership) for 369 students (Appendix # 87). The Real estate has been registered by the National Agency of Public Registry and is assigned relevant cadastral codes. Measurement drawings have been done, in which the educational and supporting/auxiliary premises are separated from each other (Appendix # 87, # 98). In the last years, reconstructed facilities have been renovated and outfitted with new technique, furniture and equipment, including training rooms and foyers (Appendix # 89). At present, the number of auditoria is sufficient for the quantity of the students in the University. The University has also signed agreements with partner organizations- clinical, scientific research and other institutions to enhance learning, research and professional skills of the students (appendix #88).

The university balance includes vehicles as well, which serve for transportation needs during business trips and other activities and arrangements.

The main building of DTMU contains the following educational premises: auditoria, training rooms /study rooms, conference hall, library, examination center, group work spaces and administrative units, sanitary units. Some infrastructure projects have been implemented during the reporting period to improve material resources including repair works performed to create comfortable spaces for educational and research purposes consistent with the number of students. Construction and equipment of laboratories (microbiological, biochemical) are being underway. A project of New Hospital construction has been approved. All the auditoria have both natural and electric lighting. For better visualization ceiling projectors have been installed. Since October 2009 the university has been an independent subscriber of JSC "Telasi". The university has a diesel-generator to provide an uninterrupted supply of electricity (for safety measures the Special Space Generator is located on the outer perimeter of the university building). All floors are equipped with bathrooms connected with the central water supply system, where all sanitary and hygienic standards are observed (appendix #91). During the last few years regular repairs and renovation of wet points are being done. The bathrooms are provided with continuous lighting. The central heating and air conditioning is installed along the entire perimeter of the building (appendix #92). Didube training base (on the basis of a lease agreement) is also provided with educational auditoria equipped with appropriate inventory, foyer, library reading room, simulator room, teachers' room, auxiliary area, bathrooms, as well as spacious food block. Educational auditoria have natural and electrical lighting, connected to the system of uninterrupted energy supply. The bathrooms are adapted for people with special needs. The area is equipped with central heating system and air conditioning (appendix #93).

Health and safety of students and staff are protected within the University. Institution has developed fire prevention and safety, first aid delivery, and order maintenance mechanisms, and has appropriate inventory in place; Firearms are re-arranged to ensure fire safety, and detailed instructions are available at the stand. The evacuation plan maps are posted on conspicuous places in each floor. The re-equipment of the stand and re-charging of the fire arms is systematically carried. Electricity is distributed by an independent electric shield, which protects the electrical power from the risk of short-circuit. Thus, in case of fire there is all necessary equipment for the fire to be extinguished (appendix #95). The University has developed a document for fire prevention measures to ensure timely and coordinated actions of the personal in charge.

In order to ensure safety and appropriate training, in May 2018, Emergency Simulation will be conducted by Emergency Situations Management Divisions involving students as well as DTMU staff who will acquire the experience for better management of emergencies in the university; The university will carry out such activities within the necessary periodicity. In accordance with the amendments to the normative acts, timely and High level Emergency Management measures are planned to revise the Orders and Regulations on Approval of the Emergency Staff (taking into account the proposal developed by the Emergency

Management Service).

The mechanism of medical assistance in DTMU is provided by the medical center and its doctors in the university (geomagnetic cardiologic medical center created on the basis of heliomagnetic cardiologic psychiatric center).

 It is noteworthy that the Center is functioning on every school day from 10:00 – 17:00. An attending doctor is permanently present in the doctors 'room to provide the university personnel and students with medical assistance. The doctor maintains a journal for special medical records, provides and is responsible for primary care, availability of the necessary medicines, their usage and replenishment as well as for the control of the validity of the medicines. The journal must be conducted by the doctor in his/her office or by the manager of the Center, who records the identity and the necessary personal data of the patient assisted . The doctor, apart from the first aid, calls for urgent help and informs the persons concerned with the need for assistance (Administration, Coordinator, family members) (Annex # 94, # 97).

The entire perimeter of the university is protected by the maintenance of order.

University academic spaces are located at two addresses. Safety and security are carried out by the university's security staff, who are subject to the Chancellor. The relevant person is given instruction in working specifics and liabilities and the agreement on the relevant position between the person and the university is made.. The security of the University and Didube training base is to be maintained within 24 hours. Surveillance cameras perform an entire control of the internal and external perimeter of the university. All the above is also provided on Didube Training Base, on the basis of a lease agreement. The study process is conducted according to the timetable, which is displayed table on a special board.

HEI has an adapted environment for people with special needs. At present, the University does not have a contingent of this category, however the environment is adapted for students with special educational needs. In addition, the entrance of the institution is adapted by a special bandage. The facility is equipped with elevator and bathrooms on the first floor are properly arranged (appendix #96). Access to the library, computer class, the administration and relevant services, is available for students with special educational needs. The University Security Service is obliged to provide all persons with special needs to ensure their uninterrupted and comfortable movement within the University Building (appendix #55). At present the University meets the requirement, necessary for the service of persons with special needs. The University intends to conduct various renewable works for further arrangement and development of adaptive environment for people with special needs (eg, Renewal sanitary units for appropriate purposes). Results of Student Survey on Material Resources are Satisfactory (appendix #99).

Evidence/Indicators

1. Documents certifying the possession of real estate, extract from the Public Registry;

2. Documents/Inventory materials certifying possession of movable property

3. Agreements concluded with practice/research-scientific institutions; 99 88;

4. Results of Student and Personnel Survey on Material Resources (appendix #99)

5. Document certifying orderly operation of heating and ventilation systems.

6. Document Proving Protection for Sanitary Norms (appendix #91)

7. Fire prevention and safety, First Aid, and Order mechanisms;

8. Document Asserting Security Building (Annex # 98)

9. Fire Protection Document (appendix #95)

10. Service Agreement Ltd Fire Alarm System "Spark" (appendix #70)

11. Agreement on the use of space and mutual cooperation; Sub-contract agreement (appendix #93)

12. Service Agreement on "Lift/ElevatorMaintenance and Maintenance Provision (appendix #96)

13. Project for new hospital construction (appendix #90)

14. Agreement on Co-operation and Provision of First Aid (appendix #97)

15. Work descriptions (in appendix #55:

7.2.	Library resources

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

Description and Assessment

DTMU Daphne Hare Medical Library (later Library) is a part of the university education process, which defines the specificity of its working regime (tailored to the needs of the students first), and is underpinned in the Library Statutes and Rules available to all readers. The University Library works from Monday to Saturday from 9:00 to 19.00 (appendix #100). The library's environment includes the following spaces:, library stack, reading hall, information-technology equipment space, group work space, working space for the library staff.

Equipment. The library is equipped with appropriate inventory: Internet- connected 17 Personal computers, 1 laptop, printer, wireless internet (appendix 89.), a Print & Scan device (HP Laser Jet MFP M227 M23)

Print and electron resources in the library

The DTMU Medical Library collection is sufficiently diverse and meets the requirements of any level of education (diploma, post-graduate) and continuous professional development (append#101).

Variety: In medicine, teaching and learning, due to the specificity of the field, implies acquisition of basic medical sciences, clinical sciences, social sciences and behavioral sciences covering an extensive and diverse reading list including the requested program level, and textbooks and other publications (including scientific periodicals) which is one of the most important resources for the learning outcomes of the educational process through the existing programs. Diversity also implies the variety of resources / sources: new generation of students use e- books increasingly. Accordingly, along with printed versions, the library collection comprises e-versions of the programmed and auxiliary textbooks defined by the University programs as well as other electron learning tools. For example: this year, the Atlas of 3-dimensional human anatomy has been purchased and interpreted for interactive teaching with radiological images. Additionally, a virtual patient (VP) simulator (VP) - VP simulator that is based on real physiological algorithms and produces a response to each virtual patient intervention almost identical to a real patient. https://bodyinteract.com The simulator allows interactivity with a virtual patient (history taking, physiological examination, prescription and administration of medications, scheduling physical examination to receive relevant response, different types of interventions) which provides a dynamic response in real mode and makes it possible to focus on the patient's health condition.

The system allows to evaluate the patient management process and its outcomes at the end of the Case, as well as to compare current and recommended standards.

Renewal: The University periodically updates the library fund with new editions of textbooks and other literature (see annual reports). The DTMU Library is a member of the Georgian Library Association and the Georgian Library Consortium) and a member of the consortium of the project "Electronic Information Libraries - eIFL", which enables the access to the following electronic resources and bases (available for academic staff , and students) (appendix #102):

BioOne Complete,

The New England Journal of Medicine

Royal Society Journals Collection

Edward Elgar Publishing Journals and Development Studies e-books.

Cambridge Journals Online,

e-Duke Journals Scholarly Collection (https://www.dukeupress.edu/)

Openedition Journals.

The university also has access to HINARI, AGORA and OARE bases. However, statistical rate of e-bases usage is not high (Appendix # 103). Based on the above, the University offers a useful and interesting

resource for academic development of students, teachers, and affiliated academic personnel. The literature defined by the Syllabuses is compliant with that available in the library. Currently, according to the library inventory documents the library fund contains: 5323 books; Periodic edition of 1678 Audio & Video Products: Video 165, audio 408. CD 119; The University Library also has a database of electronic textbooks covering 167 textbooks.

In 2011-2017, the Daphne Hare Medical Library was filled with 753 units, including 621 books, 114 periodical publications, 11 compact discs, 5 dissertations / 11 dissertation abstracts;

Electronic Library Bases (IMF e Library) have been expanded in the recent years; The electronic catalog of the library (OPAC) and electronic databases are located on the University website (appendix #101).

The University has initiated purchasing and implementing new e-educational resources for effective medical teaching and learning (a 3-dimensional human anatomy atlas, a virtual patient (VP) simulator). At the same time, more has to be done (see e.bases usage reports) in this direction including location of the resources(books, journals, etc) at the places of "interest", permanent communication with the academic society to provide everyday practical usage of the e-resourses. The Library should organize meetings, presentations and other events to enhance the knowledge of students and academic personnel regarding new e-resources. The Library and academic society should participate in different academic arrangements together with students, residents, school teachers and other target groups.

Catalogs: The Library has alphabet-based and subject-based card and electron catalogs in the working mode. According to the Statutes and Rules of the Library the textbooks can be issued on "current" and "non-current" basis. The books stored in several copies can be borrowed for a period ("non-current" basis) not exceeding 3 weekdays. In this case the borrowed books are recorded in the reader's record cards and certified by the reader's signature. Books issued for using in the reading hall, in class and for photocopying ("current" basis) are recorded in the library book card and ertified by the reader's signature.

To save the reader's time such a correction has been made in the Library Rules because of the fast turnover of the books issued, (one and the same textbook can be issued and returned more than 5 times during one working day) .

The library contains the following documentation confirming the library fund: Paper and electronic Inventory journals of the collection of Books (Georgian, English, Russian), Periodicals, Audio, Video and CDs. The books and other items are processed according to the rules of physical processing of the library resources.

The "Information Day" is set up in the library, which is conducted once a week throughout the entire working day. The reader can receive any important information, including access to the electronic databases and the use of electron catalog.

New information is also displayed on information boards as well as on the library's Facebook page: the lists of new books, schedules of the meetings to be conducted, consultations and other events. The library resource and reading halls are available for teachers and students at the Didube Training Base, equipped with the necessary technique. A survey has been conducted using students' questionnaires (appendix #104) aimed to assess the library's activity and detect the problematic aspects that need to be corrected. The analysis of the survey results revealed the strengths and weaknesses in the library activity. Based on all the above the University has implemented measures to stimulate the students' interest in the Library resource and functioning, with the objective to:(i) provide more comfortable environment and increase access to eBooks and other e-resources for individual use; currently , the library's reading environment is designed for 34 seats equipped with 18 computers (ii) to work out an action plan according to " The Mechanisms for the Development and Renewal of the Library Resource " (appendix #105)

Evidences/Indicators
1. Library Information Resources Inventory Materials (appendix #101);

2. Documents confirming participation in the international electronic library network (appendix #102);
3. Mechanisms for the development and renewal of library resources and services (appendix #105);
4. Rules, instructions, conducted meetings, consultations and other activities of use of the library;
5. Results of students' surveys on environment, resources and service in the library;
6. Statistics of Electronic Library Bases (appendix #103);
7. Documents/Inventory materials certifying possession of movable property (appendix #89);
8. Action Plan (appendix #4)

7.3. Information Resources

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

Description and Evaluation

MagtiCom is a university internet provider (appendix #110), which provides access to the university in the local and global Internet space. As of 2017, the at the balance of David Tvildiani Medical University are: Personal computer - 111 pieces, laptop - 41 pieces, projector - 29 units, printer - 23 pieces, phone - 29 pieces.

David Tvildiani Medical University is conducting current monitoring and evaluation of techniques (personal computers, laptops, printers, projectors). Based on the identified needs, the purchase of new techniques and the replacement of old equipment.
Out of which:
The conference hall is provided by computers with access to the Internet. The hall is equipped with an interactive projector and is used in various activities: Presentation, lecture, seminar, report, work meeting etc.; The library is equipped with personal computers accessible to the Internet (also laptop, printer), which are open and free for students.

In the University Examination Center there are 61 personal computers, which are used for computer-based examination of students. The phone is available at the examination center.

University administration uses 25 personal computers with access to the internet, 13 laptops, 19 printer and 26 phone.
DTMU PBL rooms are equipped with 4 personal computers and 4 Interactive projector,
The Medical Education Center is equipped with 4 personal computers accessed to Internet, 5 laptops, 2 projectors (one interactive projector) and 3 printer.
The study rooms` equipment include 22 laptops (including 3 laptops in Didube building), as well as 22 projectors (including 3 projectors in Didube building).
DTMU has stored: Personal computer - 23 units; Projector – 15 Unit; Printer - 3 units and phone - 3 units (Appendix # 89);
There is an Information Technology Department at DTMU, which: ensures proper operation of the university information technology, administers and develops internal databases, technical administration and development of web pages, upon receiving of information on damage or technical problem from users (by e-mail or telephone communication) the employer of the IT department representative ensures technical diagnostics and if possible problem solution on-site (if the problem could not be solved locally it is transmitted to the Service Center for maintenance).

In order to ensure the abovementioned, the IT department staff records and periodically monitors the university structural units` computer equipment and related devices, as well as software monitoring. Ensure supply of parts and components of available IT equipment to ensure their proper operations. When required IT department develops and installs IT network and cabling, also distributes, delivers and monitors internet services among university structural units. IT Department provides consultations and assistance to the university staff. The department is responsible for organizing and administering the servers and configuration of network management devices (routers, switches, wireless access points). Also, IT departments is responsible to define technical requirements for the equipment to be purchased. The IT Department periodically uploads and administers information and resources on the web and Internet portals of the University. In order to ensure storing and protection of university`s data and ensure uninterrupted access to exchange of information is equipped by: 3 physical servers, 7 virtual servers, network routers and firewall, 6 network switches, 6 virtual networks, 9 wireless networking devices.

The university has an internal network (presented as follows: Router> Firewall> SCM Switch). The university's internal local area covers the whole territory of the institution and implies the convening of all academic auditions and administration rooms. In addition, the internal local network is divided into 6 virtual independents, which are thus: (1) internal local network; (2) internal wireless network (Wifi); (3) physical server; (4) network devices; (5) computer devices involved in the examination process; (6) is a management-virtual network that allows 5 virtual network management of the above listed. One of the DTMU's physical servers is divided into 7 virtual servers, and another physical server is loaded "ORIS accounting" in a terminal mode that enables five employees to use the accounting program simultaneously. Out of the 7:

Two serve to the User Management and their policies, the third virtual server serves a web page: http://openlabyrinth.dtmu.ge/, the fourth virtual server is dedicated to retrieving staff information (for backup), the fifth virtual server is intended for antivirus, the sixth regulates the operation of USB, CD and DVD devices with personal computers that protect computers from malware from external devices, The seventh virtual server is connecting internal network with an external network, this virtual server is one of the important components of security, since it protects the internal network from unauthorized access. In DTMU, a physical firewall is used to protect the local network from external attack.

Internet Service Provider of DTMU is MagtiCom Ltd, which , since 2013, provides local Internet connections from 100 mb/s and 15 mb/s for the global Internet. The entire area of the university is covered by wireless internet, which is divided into two parts:
For students;
for administrators and lecturers;

Electronic services are:
http:/lms.aieti.ge - the University uses its own internal databases lms.aieti.ge which possesses the following functions:
Management of Semesters
Management of Groups
Management of Students
Grades` entry (el. journal)
The existing database is running smoothly and stores data of student's attendance, activity and oral assessment. The electronic database can calculate the pre-quiz points to determine if students are permitted to the final quiz for the module. Following the defining of quiz points, entering of marks are made through excel file which eases work of students` coordinators.
The electronic database has the function of creating reports, which gives the possibility of results to be

printed on the sheet and stored as a "hard copy"; Through the electronic database semester ratings are determined for subsequent formation students groups for the next semester.

http://db.dtmu.ge - Student Portal. At the db.dtmu.ge, students get acquainted with their assessment in - attendance, activity, oral exams, and quiz assessments; also, the aforementioned portal is used for communication with students.

http://www.dtmu.ge - the University's official website www.dtmu.ge - where information about the University is located. News and announcements are constantly updated and placed there. From the website, students can access their own student portal where they can see their assessment in detail. (the University also has a domain: www.dtmu.edu.ge, which is forwarded to dtmu.ge).

The University also possesses the following electronic resources:

http://www.anatomy.tv - the University has purchased the license for access to anatomy.tv This electronic resource allows users to get acquainted with a detailed analysis of the human anatomy through 3D technology.   Besides informational 3D slides the aforementioned resource also has its self-assessment (testing) function. Access to this resource is freely available from the university territory (DTMU's external IP address was assigned during purchase phase), and if the student or lecturer wants to access the resource from outside of university's territory username and password could be used.

http://moodle.dtmu.ge - The university has a Moodle platform, the automatic updating module is enabled on the server, which means that Moodle's official updates are automatically reflected on our server. At this point, version 3.4.1+ of Moodle is used.

DTMU is a member of the Consortium of Participants of "Electronic Information for Libraries – eIFL", which has access to the following electronic resources and bases:

BioOne Complete

The New England Journal of Medicine

Royal Society Journals Collection

Edward Elgar Publishing Journals and Development Studies e-books

 Sage Premier

Cambridge Journals Online

e-Duke Journals Scholarly Collection

Open edition Journals (appendix #106).

The University's library also possesses electronic databases of handbooks.

DTMU has rented server with a foreign company: Dreamhost.com. At the existing server are located all the web pages of the University. Every employee has a corporate mail that has been outlined @dtmu.edu.ge; which is located on Dream host server, as well. Whose administration is performed by the IT Department (Annex # 108).

Since September 2016 DTMU cooperates with the Georgian Research and Educational Networking Association "GRENA". On their server: db.dtmu.ge is located (appendix #107);

The university has a quiz program which is a specially designed program in 2015 and has been developed in close cooperation with the Programmer to maximize the DTMU needs (appendix #109). All the exam materials are loaded into the existing program. The internal network of the quiz room is isolated from all other virtual networks connected to the server, with only 2 personnel of the Department of Education having access to it. The student's examination or quiz grades are stored at the mentioned server and the data are processed by the Department of Education. The results are reflected in lms.aieti.ge.

The university also has a spreadsheet/schedule development program "asc timetables" which allows to monitor the overall workload of groups, teaching rooms, by lecturers.

Maintaining personal information and its security.

The information about students of DTMU is stored at the ePlatform: lms.aieti.ge. The ePlatform uses 3

types of "roles":

Administrator;

Coordinator;

Student;

Each role is protected by personal username and password, which is encrypted with "md5" encryption. After authorization, the "user" data are logged regarding who, where and with which "browser" and IP address were used. The administrator and the coordinator can fully control the student's record and enter the grades into the ePlatform. The students can only see their own personal details on the portals, based on individual courses. lms.aieti.ge is placed on the dreamhost.com server which is located in the US. DTMU has been working with Dreamhost since 2008. The University possesses IT infrastructure necessary to carry out its activities and management; there is also a vision on the development of electronic services and management electronic systems (appendix #111)

Evidences/Indicators

1. Policy and Procedures of Information technologies` Management, IT infrastructure (appendix #111);

2. Contract with Internet provider (appendix #110)

3. Information about electronic services and electronic systems of management (appendix #106)

4. Mechanisms for the development of electronic services and electronic systems (appendix #111)

5. Document certifying possessing domain and hosting (appendix #107, #108)

6. Documents/Inventory materials certifying possession of movable estate (appendix #89)

7. Service Agreement on Development of Examinations` Program (appendix #109)

7.4. Financial Resources

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

HEI has an effective system of accountability, financial management and control.

Description and Assessment

DTMU Budget is a financial document created through high engagement of the structural units of the University. The financial resources provided by the budget of the institutions are economically achievable.
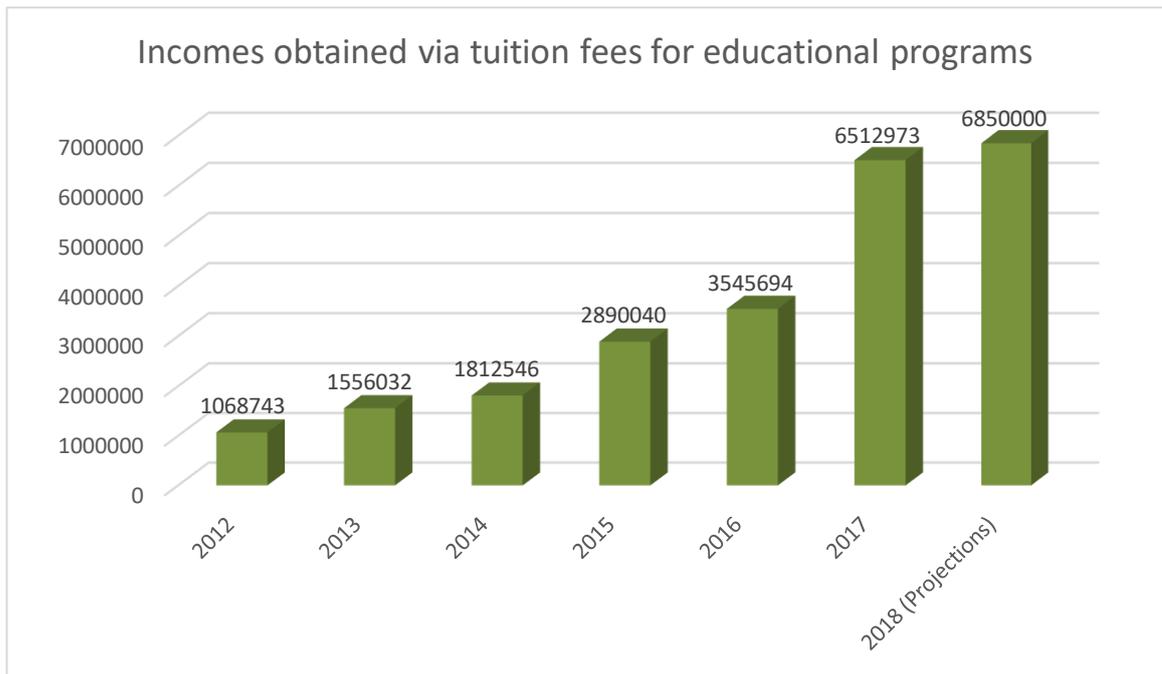
The Sources of University funding are:

1. Tuition fees for educational programs;
2. Grants from national and international foundations;
3. Other permitted incomes received by economic activity.
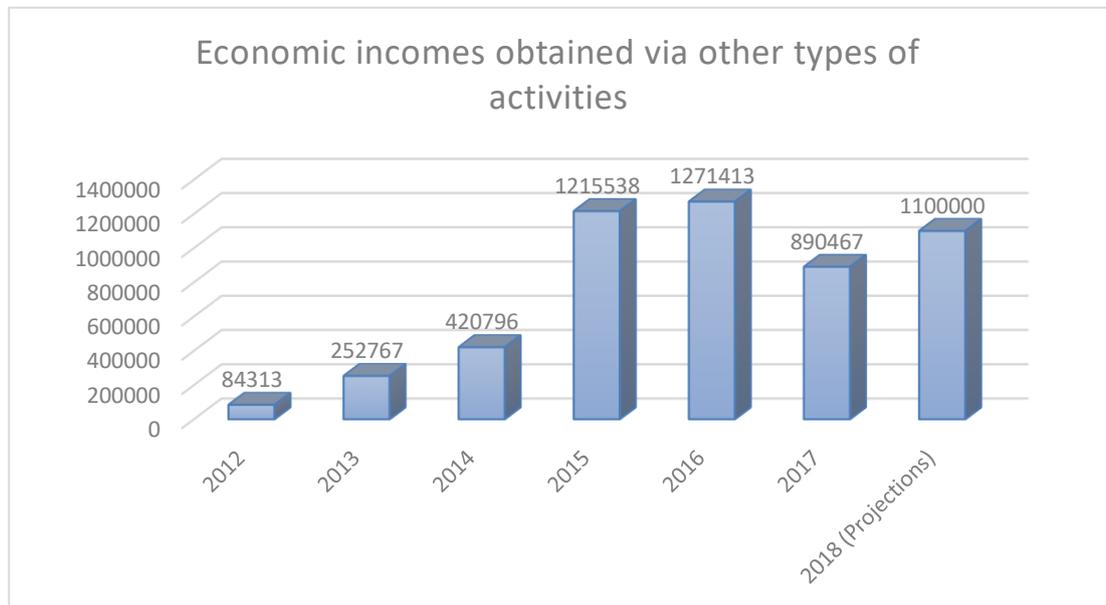4. Dividends earned via share-involvement in different enterprises.

The main source of funding for the university is the income from tuition fees for MD Program, MD ePBL

Program, PhD and Residency Programs, the amount of which is growing annually from 2012 to 2018:

Incomes obtained via tuition fees for educational programs

Year	Income
2012	1068743
2013	1556032
2014	1812546
2015	2890040
2016	3545694
2017	6512973
2018 (Projections)	6850000

Amount of funding the University's budget from other sources grows annually as well, which in turn consists of income from property rent, various administrative fees, dividends received from equity in other enterprises and other types of activities allowed by Georgian legislation (appendix #113).

Economic incomes obtained via other types of activities

Year	Income
2012	84313
2013	252767
2014	420796
2015	1215538
2016	1271413
2017	890467
2018 (Projections)	1100000

Since foundation and throughout the lifespan of DTMU, it has not received funding from the state budget. The "Income" part of the University's budget plan considers all potential incomes, which the university might receive throughout the year. In the process of planning, one of the challenges is that the budget (calendar) year is not coinciding with the academic calendar year, accordingly income from tuition fees is planned based on the on the available/announce contingent number of educational programs for the next academic year. As existing practice demonstrated that the places allocated for the programs and enrolled

students' quantity is financially sufficient for ensuring the program and taking into account the income received from the rest of the economic activity gives university opportunity to provide reinvestment to improve the quality of implementation of educational programs, as well as for other goals, that creates a more stable and long-term financial security guarantees in future.

Additionally, for implementing long-term investments university uses financial means attracted from the bank, with these resources during reporting period additional building was purchased next to head building and according to modern standards reconstruction works took place with the amount of 182240 GEL and construction of the new building in city of Rustavi with amount to 2759664 GEL.

The recent income-analysis shows that existence of diversified financial sources gives opportunity for effective risk management and efficient distribution of finances. This opinion is supported by the fact that over the last six years, the university budget has increased more than six times. Certainly, this is not a best result of financial resources that could be achieved. The university continues to diversify financial sources from sources in Georgia and abroad trying to maximally use human or material resources to increase more the budget.

The financial state of the university is stable, increasing and ensures the implementation of the activities set in the Strategic Development Plan.

In order to implement these activities, after analyzing the information provided by the structural units of university during the formation of the 2018 budget, it was envisaged in the expenditure portion of the budget in accordance with the requirements of the Economic Classifier Headings. Taking into consideration all the above mentioned, developed 2018 budget will ultimately serve to facilitate the fulfillment of the university mission (appendix #112, #113, #114).

DTMUs expenditures are planned in parallel to the planning of budget incomes. In planning the amount of expenditures, it is important firstly to take into consideration the funding of all necessary expenses, which are laid on the university, as an entrepreneurial entity, in accordance with the normative acts adopted by the applicable legislation in the country and the authorized bodies of the university. Such expenses include state taxes and fees, execution of salary liabilities undertaken by the staff timetables and contracts, granting scholarships, settlement with suppliers and service providers, payment of membership fees, student mobility, research financing etc.

In the expenditure portion of the current year, in accordance with the strategic plan, it is considered: what decisions should be taken in the conditions of limited financial resources (if any) to effectively implement these plans.

Administrative expenses within the entire budget represent 6-15%. It includes salaries, material and other expenditures. By the years decrease trend is noticeable in dynamics.

The university is provided by financial resources, which ensure sustainable development of teaching process, research, other university activities, as well as sports activities and infrastructure in current period, as well as in future. The Managing Group of David Tvildiani Medical University discussed and approved university's budgetary priorities for 2018:
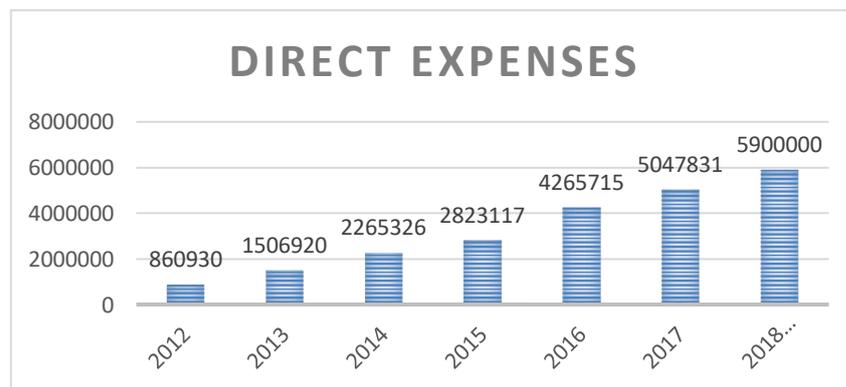
1	**Development of Educational and Informational Resources** (to support of teaching, learning and research processes).

2	**Deepening of Cooperation with leading European Universities** (students` exchange programs, business trips, students` conferences, internationalization etc.)
3	**Scientific Research Activities** (scientific trips and conferences, research financing, internationalization)
4	**Implementation of Infrastructural Projects** (completion of ongoing constructions, current and capital repair of building facilities)
5	**Improvement and Development of the Learning Environment**
6	**Raising of Staff Qualification, Retraining** (organizing various training courses, including teaching of foreign language)
7	**Support of Various Initiatives** (funding of scholarships, encouraging employees, supporting student initiatives, etc.)

These priorities will be updated annually from the needs of the relevant periods.

The volume of expenses, as well as incomes, increase dynamically by years in accordance to the budget. Annual budget during the functioning period of the university is generally in surplus and all expenses are financed on time, also the interests of founding partners are considered (appendix #115). Dynamics of the current operational and non-operational expenses of the University by 2012- 2017 are as follows:

DIRECT EXPENSES

Year	Amount
2012	860930
2013	1506920
2014	2265326
2015	2823117
2016	4265715
2017	5047831
2018...	5900000

In addition to current operational and non-operational expenses, the university obtains and funds long-term assets, in particular, the value of basic assets and intangible assets acquired during the reporting period amounted to 3075104 GEL, also financial means have also been spent on new construction and reconstruction of the existing building 2941904 GEL, investment 423858 GEL has been made in the founded enterprise, the library fund has been increased in the amount of 59063 GEL. During the reporting period 6076071 GEL were spent in long-term assets. The main objective of the above-mentioned is that the university must have a solid and stable material and financial base for basic activities both in

current and future periods.

For the continuous support and implementation of the scientific researches in university financial resources in the budget are equally available to all interested individuals. The incurred costs in this issue during the last six years are about 3 - 6% of budget, while except salaries and infrastructural projects are approximately one fifth of the budget (Appendix #112, #113, #114).

The system for financial management and control is newly developed, and at this stage is at implementation and testing phase. In the future, it is defined to develop the document for evaluation of actually implemented financial management control system and to consider according recommendations.

The mechanisms of managerial accountability, financial management and control are developed by the institution's charter. Specifically, only the President has right to be the managerial ruler of the LLC. Moreover, in accordance with the Law of Georgia "On Higher Education", by appointing the Rector the President is delegating the management authority in order to maintain uninterrupted implementation of the university activities. The President is involved in the control of budgeting and execution through the Managing Group. The institution defines and analyzes economic and accounting policies, also performs accounting in accordance with the financial and fiscal policies recognized in accordance with the provisions of the financial department. The financial department and its representatives are responsible for the reporting and accounting to the internal or state budget within the framework of the approved budget by the Rector (through involvement of Strategic Management and Development Department, Faculty and considering target benchmarks).

In order to improve the financial management and control system, the university has developed a document , which is in process of implementation, in accordance with the University Charter, other Rules of Activity, Regulations and Conceptual Document of Human Resources Management of DTMU (appendix #116).

Evidence/Indicators
1. HEI Budget 2018 (appendix #112)
2. HEI Budget 2017 (appendix #114)
3. Funding and their Sources for 2012-2017 (appendix #113)
4. Financial Report (appendix #115)
5. Financial Management and Control System in DTMU (appendix #116)

☐ **Strengths and Areas for Improvement**

Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
1. Understanding and taking care of the issue (material, IT and financial resources) noted by university
2. Expenses incurred by the university for infrastructural projects
3. University`s support and co-financing in international projects
4. University`s support and stimulating the development of new, developmental projects
5. Allocation of financial resources described in the budget of HEI is economically achievable;
6. Attracting foreign applicants with the help of informational and other activities, and ensuring their enrolment in programs

7. Membership of Georgian Library Association Consortium, participation in joint trainings, seminars and workshops
8. Work done by the university to improve the library environment; Also caring about enriching by books and other educational resources
9. Renewal of Library "Fund" and its variety, which are interesting for the students
10. Development of the financial management and control system document

Areas for Improvements

1. Implementation of electronic management systems and promotion of their development.
2. Continuous updating of the material-technical base required for the activity of university in conformity with modern standards.
3. Maximum use of Library Association Consortium resources: Proactive position and involvement in organizing joint events.
4. Establishment and adoption of the progressive (in accordance with income) budget to fill the library books and electronic fund.
5. Increase the place and role of the library in university life: Establishment of library days; Arrangement of group work and other interesting events (discussions of a book and other analogies, presentations, small scientific symposia / seminars) in the library space with the participation of students and teachers.
6. Access to the library e-base from anywhere.
7. Focusing more on the preparation and implementation of grants, establishing long-term and short-term financial strategies for the basic activities (academic and research) of university.
8. Effective implementation of appropriately defined strategies (appropriate distribution of financial resources, defining academic and infrastructural priorities and their continuous revision).

Part III: Annexes

The information that should be included in self-evaluation report in form of text, graphical visualization and attached document[10];	Appendix
Mission and strategic development of HEI	
☒ Mission of HEI;	Appendix 1 Appendix 2 Appendix 3
☒ The Strategic Development Plan (7 Years) and Action Plan (3 Years);	Appendix 1 Appendix 4
☒ The methodology of strategic planning;	Appendix 6
☐ The implemented and planned activities for contribution in development of society;	Appendix 9
☒ The monitoring mechanisms of strategic development and action plan	Appendix 7 Appendix 8
☒ Annual reports of HEI (considering the action plan)	Appendix 5.1 Appendix 5.2
Organizational structure and management of HEI	
☒ The structure of HEI;	Appendix 3 Appendix 10
☒ Functions of structural units of the HEI;	Appendix 11 Appendix 12 Appendix 41 Appendix 49 Appendix 50
☒ Procedures for election/appointment of staff at management bodies of HEI;	Appendix 13

☐ Procedures of correspondence of HEI	Appendix 14
☒ Business continuity plan;	Appendix 15
☒ Evaluation and monitoring mechanism for efficiency of management;	Appendix 16
☒ Internationalization policy;	Appendix 17
☐ The international cooperation and internationalization mechanisms and evaluation of their efficiency;	Appendix 17 Appendix 18
☐ Mechanisms for attracting international students and staff (if applicable)	-
☐The survey results of staff and students regarding international cooperation and internationalization	Appendix 18

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[10] **Note:** Along with the self-assessment report it is compulsory to present the documents selected with sign - ☒ in English;

☒ Description of quality assurance mechanisms and assessment of their efficiency Account;	Appendix 19
The analysis of survey results (e.g. student, staff surveys, etc.) and relevant reports	Appendix 20 Appendix 21 Appendix 22
☒ Procedure for using the results of quality assurance and relevant reports	Appendix 23
☒ The mechanism, methodology and benchmarks for planning student body	Appendix 24 Appendix 56
☐ Rules of ethics and conduct and procedures of responding on their violations	Appendix 27
☐ Mechanisms for detection and prevention of plagiarism and procedures of responding on plagiarism cases.	Appendix 25 Appendix 26 Appendix 39
☐ Internal regulations of the HEI	Appendix 28
Educational Programmes	
☒ Methodology of planning, developing and improving educational programmes	Appendix 29
☒ Educational programmes and syllabi[11]	Appendix 31
☐ The demand of labor market and employers;	Appendix 32 Appendix 33
☐ Analysis of the survey results of students, alumni, employers in order to develop educational programmes and report on using the results;	Appendix 35 (1,2,3,4)
☐ Alumni tracer study regarding their career (including employment rate by their qualification) and academic development;	Appendix 34
☐ The monitoring results of students' academic performance;	Appendix 22 Appendix 44 Appendix 117
☐ Procedures approval, amendment and cancellation of programmes;	Appendix 30
☐ Mechanisms of ensuring provision of education for students' in case of amending/canceling the educational programme;	Appendix 38

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[11] It is compulsory to present only brief description of educational programmes, structure, aims, study results and study plan in English;

☐ Rules of planning, implementing and evaluating scientific-research component	Appendix 36 Appendix 37 Appendix 39
☐ Academic calendar	Appendix 39
☐ Methodology of elaborating individual curriculum;	Appendix 40
Staff management of the HEI	
☒ The staff management policy, relevant regulations (including mechanisms for attracting, selecting, recruiting and professional development of staff) and result of their implementation	Appendix 43
☒ Private files of staff[12];	Appendix 54
☐ Distribution of academic and scientific staff by age and sex.	Appendix 52 Appendix 53
☐ Competition documentation of academic staff (competition announcement, selection and/or hiring statement);	Appendix 45 Appendix 51
☒ The results of evaluation staff performance and their satisfaction survey and its use for staff management and development;	Appendix 42 Appendix 48
☐ Job descriptions and staff qualification requirements;	Appendix 55
☐ Samples of contracts signed with staff;	Appendix 47
☒ Workload of academic/scientific/invited staff and individual workload rate of academic staff (considering the workload of staff in other HEI)	Appendix 56 Appendix 57
☒ Affiliation rules and terms of academic staff;	Appendix 46
☐ Methodology for defining the number of academic, scientific and invited staff by programmes.	Appendix 57
Students and their support services	
☒ The samples of contracts signed between HEI and student;	Appendix 61
☐ Mechanism to protect student rights and legislative interests;	Appendix 27 Appendix 62 Appendix 63 Appendix 64 Appendix 58 Appendix 59
☐ Student's career support services	Appendix 66 Appendix 67 Appendix 68 Appendix 69
☒ Alumni tracer studies regarding their career (including employment with received qualification) and academic development;	Appendix 34
☐Implemented and planned student initiatives/projects;	Appendix 65
☐supporting instruments for vulnerable students and its results	Appendix 39 Appendix 60

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[12] Updated CV of staff and document confirming their qualification should be presented, and it is compulsory to present only **CV** of staff in English

It is compulsory to present renewed CV and qualification certification, only personnel CV are mandatory in English language.

	Appendix 62 Appendix 96
Research, development and/or other creative activities	
☒ The scientific/creative/performing activities of academic and scientific staff of HEI	Appendix 71
☐ Memorandums of cooperation with economic agents and planned, ongoing and implemented research projects;	Appendix 88
☒ In case of university, the strategy for developing the fundamental and/or applied research/performative activities	Appendix 72
☐ Brief descriptions of ongoing and planned scientific-research/creative projects;	Appendix 73
☐ The students survey results regarding efficiency of supervising doctoral research and report on using the results;	Appendix 74
☐ List of abstracts of Doctoral thesis's during last 5 years and Master thesis's during last 2 years presented by faculties;	Appendix 84
☒ In case of university the list of abstracts of doctoral dissertations defended during last 2 years and in case of teaching university the list of defended Master thesis's abstracts during last 2 years;	Appendix 80
☒ Regulations for assessing and defensing the doctoral thesis;	Appendix 76
☐ Public, transparent and fair procedures of funding research activities;	Appendix 79
☐ Support mechanisms for research and creative activities;	Appendix 77
☐ Strategy of attraction and inclusion of young new employees in scientific/creative activities of HEI;	Appendix 78
☐ The students' survey results regarding their participation in scientific/creative activities and relevant supporting initiatives;	Appendix 82
☐ Joint research/creative activities and cooperation with international partners;	Appendix 83
☒ Quality assurance mechanism for research/creative activities and evaluation results;	Appendix 86
☒ System of evaluation of scientific productivity of staff;	Appendix 85
☒ **Reports on implemented research activities by faculties/departments (taking into consideration the affiliation of academic staff);**	Appendix 81
Material, information and financial resources	
☐ Documentation confirming possession of real estate, extraction from public registry;	Appendix 87 Appendix 93 Appendix 90
☐ Documents certifying possession of current assets/ inventory records;	Appendix 89
☐ Contract signed with practical/scientific-research institution;	Attachment 88

☒ The survey results of staff and students regarding material resources;	**Attachment 99**
☐ Document certifying orderly operation of heating and ventilation systems, and timeframe for their validity;	**Attachment 92**
☐ Document certifying compliance with sanitary norms.	**Attachment 91**
☐ Fire prevention and safety, first aid, and order mechanisms;	**Attachment 70** **Attachment 94** **Attachment 97**
☐ Reports on building and fire safety	**Attachment 98**
☐ Document certifying fire prevention system;	**Attachment 95**
☐ Documentation certifying possession of books/inventory records;	**Attachment 101**
☐Documents certifying involvement in international electronic scientific library databases;	**Attachment 102**
☐ Statistics for use of electronic library databases;	**Attachment 103**
☒ Mechanisms of developing library resources and services and their renewal.	**Attachment 105**
☐ Rules and instructions of using library, organized meetings, consultations and other events;	**Attachment 100**
☒ The students survey results regarding existing library resources, environment and service;	**Attachment 104**
☒ IT management policy and procedures, IT infrastructure	**Attachment 111**
☐ Contract with an internet provider.	**Attachment 110**
☐ Information regarding electronic management system;	**Attachment 106**
☐ Mechanism of development of electronic management system	**Attachment 111**
☐ The document certifying the possession of domain and hosting	**Attachment 107** **Attachment 108** **Attachment 109**
☐ Sources of funding;	**Attachment 112** **Attachment 113** **Attachment 114**
☒ HEI budget	**Attachment 112**
☒ Dynamics of the last 5 years of financing;	**Attachment 113**
financial reports for current/previous reporting periods;	**Attachment 115**
☐ Regulation for the distribution of responsibilities, delegation, and accountability;	**Appendix 116**
☐ **Document on implementation of financial management and control system.**	**Appendix 116**

Annex 1. The list of higher education programmes by faculties/departments/schools should be presented in the following table

#	Programme	Teaching language	Qualification (qualification code)	ECTS	Programme status (authorized/accredited)	The date and number of relevant decision[13]	The location of programme implementation	*Students' employment rate	*Alumni employment rate by their qualification	*Alumni employment
Faculty Name: Major of medicine in "AIETI" Medical School										
1	**Medical Doctor**	**Georgian** (English-language components are applied in teaching and assessment part of the program)	**Medical Doctor 90101**	**360 ECTS**	Accredited	**25.11.2011. № 341**	Tbilisi	0	86%	88%
2	**Medical Doctor (e-PDS)**	**Georgian** (English-language components are applied in teaching and assessment part of the program)	**Medical Doctor 90101**	**376 ECTS**	Accredited	**01.07.2014 №143**	Tbilisi	0	0	0
3	**In biomedical and Health sciences**	**Georgian**	**Doctor of Medicine Or Biology**	**180 ECTS**	Accredited	**25.11.2011. №342**	Tbilisi	100%	100%	100%

List of Unified Educational Programs										
#	Programme	Teaching language	Qualification (qualification code)	ECTS	Programme status (authorized/accredited)	The date and number of relevant decision	The location of programme implementation	*Students' employment rate	*Alumni employment rate by their qualification	*Alumni employment
1	0	0	0	0	0	0	0	0	0	0
2										

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[13] In case the accreditation is given by other institution than National Center for Educational Quality Enhancement, please, indicate the name of the institution;

*Note: HEI may present employment rate instead of programmes by field. In this case it relevant note should be made.

**Note: To present data by faculties/departments/schools create copies of the tables;

Annex 2. The data regarding students by faculties/departments/schools and programmes should be presented in the following timetable

	Programme	Cycle	Number of students		Number of international students	Programme graduation rate
			Active	Suspended		
Faculty: Major of medicine in "AIETI" Medical School						
1	**Medical Doctor**	One-cycle medical	769	99	452	42
2	**Medical Doctor (e-PDS)**		84	6	50	0
Name of the Faculty: Major of medicine in "AIETI" Medical School						
1	**In biomedical and health care sciences**	PhD	31	29	0	5
2						

Annex 3. Please present the data on academic, scientific and invited staff by faculties/departments/schools as indicated in the table below:

Faculty: Major of medicine in "AIETI" Medical School	
Number of staff (academic, scientific, invited)	189
Total number of academic staff	68
Professor	17
Associate Professor	39
Assistant Professor	12
Assistant	0
Scientific staff	0
Scientist	0
Post-doctoral staff	0
Total Number of Affiliate Academic staff	64
Affiliated Professor	17
Affiliated Associate Professor	36
Affiliated Assistant Professor	**11**
Affiliated Assistant	0
Foreign academic/invited staff involved in teaching process	0
Foreign academic/invited staff involved in research process	5
Invited staff involved in teaching process	116

Annex 4. Benchmarks by faculties/departments/schools

Faculty:	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark[14]
Ratio of the academic and scientific staff number to the number of invited staff	0.56	1.38	2021 year
Ratio of the academic, scientific, invited staff number to the number of students	0.2	0.17	2021 year
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	63	57,3	2021 year
Ratio of the affiliated staff number to the number of academic and invited staff	0.34	0.56	2021 year
Ratio of the affiliated staff number to the number of students	0.070	0.082	2021 year
Ratio of the number of supervisors and doctoral students	0.97	1.33	2021 year
Retention rates of the academic staff	0.92	1	2021 year
The employment rate of Alumni by their qualification (the latest authorization period)	86%	90%	2021 year
The rate of defended doctoral dissertations since the last authorization	5	5	2021 year
(other benchmarks defined by the HEI)			

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[14] The estimated date for reaching the target Benchmarks should not exceed 6 years.

14 The expected date of achieving the target benchmark should not exceed 6 years

Annex 5. Area of buildings per each address

Total area of the institution per each address:	
Factual address	Tbilisi, Lubliana Str. 13/ Chiaureli #6
Cadastral code of the real estate	01.13.02.009.013.23.501; 01.13.02.009.013.01.02.505; 01.13.02.009.013.01.02.512; 01.13.02.009.013.01.02.507.
Area in square meters	1600.53 square meters
Factual address (2)	Tbilisi. A. Tsereteli avenue 117.
Cadastral code of the real estate	01.13.06.001.010
Area in square meters	448.07
Size of the institution's auxiliary area per each address:	
Factual address (1)	Tbilisi, Lubliana Str. 13/ Chiaureli #6
Cadastral code of the real estate	01.13.02.009.013.23.501; 01.13.02.009.013.01.02.505; 01.13.02.009.013.01.02.512; 01.13.02.009.013.01.02.507.
Area in square meters	830.76 square meters
Factual address (2)	Tbilisi. A. Tsereteli avenue 117
Cadastral code of land (real estate)	01.13.06.001.010
Area in square meters	203.65 square meters