



Tbilisi Medical Academy

**Strategic Development Plan
2021-2028**

August 2021
Georgia

Table of Contents

Acronyms and Abbreviations.....	3
Introduction.....	5
Part 1. Situational Appraisal.....	7
1.1. History and Major Achievements.....	7
1.2. Remaining Challenges and Priority Areas for Action.....	13
Part 2. 2021-2028 SDP.....	20
2.1. Priority Areas and Actions.....	20
2.2. Results Framework for 2021-2028 SDP.....	33
2.3. Monitoring and Evaluation Plan for 2021-2028 SDP.....	57
Acronyms and Abbreviations.....	58

Acronyms and Abbreviations

ADMIN	Administration
AMEE	Association for Medical Education in Europe
BA	Board of Advisors
BAU	Batumi International University
CanMEDS	Framework adopted by the Royal College of Physicians and Surgeons of Canada
CBO(s)	Community-Based Organization(s)
CC	Curriculum Committee
CIMED	Curriculum Innovations in Medical Education Department (CIMED)
CPDHRD	Continuous Professional development and HR Department
CSL	Clinical Skills Lab
CSR	Institutional Social Responsibility
DCCS	Department of Counseling and Career Support
DSPM	Department for Study Process Management
DOSM	Dean's Office - School of Medicine
DOSPH	Dean's Office - School of Public Health
DoL	Division of Labour
ESG	European Higher Education Area 2015 Standards
EC	Examination Centre
EU	European Union
FD	Financial Department
GEMx	Global Education Exchange in Medicine and Health Professions
GIPA	Georgian Institute of Public Affairs
IAD	International Affairs Department
IFMSA	International Federation of Medical Students Association
IRC(s)	Independent Review Commission(s)
ITD	Information-Technology
ITD	Information-Technology Department
JD(s)	Job Description(s)
KPIs(s)	Key Performance Indicator(s)
LAB	Laboratory
LD	Legal Department
LIB	Library
MD	Doctor of Medicine
MES	Ministry of Education and Science of Georgia
M&E	Monitoring and Evaluation
MPH	Master of Public Health
N/A	Data Not Available
NCEQE	National Centre for Education Quality Enhancement
OSLD	Occupational Safety and Logistics Department
OSCE	Objective Structured Clinical Examination
PHC	Primary Health Care
PhD	Doctor of Philosophy, Post-graduate Academic Degree

QA	Quality Assurance
QAD	Quality Assurance Department
QI	Quality Improvement
SA	Students' Academy
SAFEMED+	Simulation in Undergraduate MEDical Education for Improvement of SAFETy and Quality of Patient Care
SDP	Strategic Development Plan
SI(s)	Sub-indicator(s)
SOPs	Standard Operating Procedures
SRPHDD	Scientific Research and PhD Department
SPMD	Social Projects Management Department
TBL	Team Based Learning
TLA(s)	Teaching and Learning Activities
TMA	Tbilisi Medical Academy
VR	Virtual Reality
WFME	World Federation for Medical Education
WPBA	Workplace-Based Assessment

Introduction

The current document presents the **strategic development vision of Petre Shotadze Tbilisi Medical Academy (TMA) for 7 academic years** spanning from September 2021 to August 2028.

In 2018 TMA received a 7-year authorization from the **National Centre for Education Quality Enhancement (NCEQE) of the Ministry of Education and Science of Georgia (MES)**, based on the **European Higher Education Area (ESG) 2015 standards**. Later, in 2020, medical education programmes of the university were **accredited and awarded with recognition from NCEQE** guided by National Standards for Higher Education, Sectoral Benchmarks for Medicine, and Basic Medical Education (BME) standards of the **World Federation for Medical Education (WFME)**.

Despite the success in multi-year authorization and accreditation process, **TMA decided to assess its current performance and revise its 2018-2024 Strategic Development Plan** based on an advanced, results-oriented vision, how to accelerate progress towards attainment of the core institutional mission of the university and position the institution stronger among national, regional and global partners in higher education and research.

TMA is planning a revision of its Strategic Development Plan mid-2024 in order to assess its achievements and accelerate in the most effective manner its development towards its vision for 2028.

SDP Preparation Methodology

The present Strategic Development Plan for 2021-2028 was developed through an inclusive consultation process, with **active engagement of academic and administrative staff** of TMA as well as **local and international students** at the university.

The dedicated Methodology document describes the process, which in particular is incorporated in:

- **Recommendations and suggestions from the 2020 accreditation process of TMA's educational programmes by NCEQE, national and international best practices and recommendations.**
- **Focus Group discussions**
- **Analysis of TMA's achievements, synthesis of remaining barriers and recommended actions**
- **Desk reviews, a SWOT approach and an integrated Results Framework**

TMA's Mission Statement

The Mission Statement of TMA serves as a core foundation to its institutional vision and revised Strategic Development Plan (SDP) for 2021-2028.

Mission Statement

TMA as a student-oriented higher education institution, primarily seeks to teach and develop national and international healthcare professionals in an innovative manner by using evidence-based knowledge, whilst practically benefiting the community of Georgia through research-based outreach activities.

TMA's Vision towards 2028.

Over the next 7 years, TMA aims to become a globally recognized medical university, embodying Georgian and European higher education principles. Its vision is to contribute to societal development through innovative research, high-quality education, impactful social initiatives and an exemplary Institutional Social Responsibility. TMA will foster interdisciplinary collaboration, academic excellence, and a student-oriented approach while addressing pressing health challenges through its research.

TMA's values

The values shared by TMA are: Institutional integrity, trust and respect; Research and Academic excellence; Innovation and creativity; Ethics and academic integrity; freedom of expression, social responsibility and accountability to society; fostering diversity and inclusion.

SDP Structure

The present document is structured into 2 main parts.

Part 1 offers brief situational appraisal of TMA, including its history and progress made by the institution over the last 3 decades, analysis of the current situation and remaining challenges, as well as the priority directions for action in pursuit of the university's mission, institutional development goals, and related learning, research, and Institutional Social Responsibility outcomes.

Part 2 of the document presents the Strategic Development Plan for the next 7 academic years (section 2.1). The SDP builds on the challenges and priority directions identified in Part 1 and presents a detailed vision of TMA how to attain its institutional mission and further improve its performance vis-à-vis student-oriented environment, academic and research excellence, and Institutional culture goals.

A key component of the document is a detailed Results Framework for 2021-2028 SDP (section 2.2). Due to complexity of M&E frameworks for higher education institutions, Key Performance Indicators (KPIs) and Sub-indicators (SIs) were agreed based on international recommendations as well as locally constructed indicators tailored to the specific context and M&E needs of TMA.

The Results Framework is followed by a detailed Monitoring and Evaluation Plan (section 2.3), that presents key measurement instruments and responsible parties for tracking progress in KPIs and SIs vis-à-vis goals and objectives of the 2021-2028 SPD.

Part 1. Situational Appraisal

1.1. History and Major Achievements

Institutional growth

TMA is one of the first private medical universities established in Georgia in 1992. Since its commencement, up to **2500 medical and public health professionals have graduated** from TMA and are working in clinical medicine, public health, or scientific research among leading institutions of Georgia, United States, European Union (EU) countries and other geographic regions.

Over the last 3 decades **TMA has evolved significantly** to a financially and operationally independent institution with a continuously **growing number of local and international students**, stepwise introduction of **state-of-art teaching and research methodologies and expanding partnerships** in education and research areas both in Georgia and abroad.

- As of June 2021:**853 students** are enrolled in the Doctor of Medicine (MD), undergraduate medical education programmes of TMA: 302 Georgian and 551 international students.
- The MD programmes are **instructed in Georgian** language and in **English**.
- With **157 academic staff and invited lecturers**, TMA's faculty offers medical education of continuously improving quality and a **wide spectrum of innovative technologies and methodologies** in teaching, examination, and research.

In parallel, TMA has **expanded its infrastructure** capacities, including:

- construction of a new **library**,
- **advanced bio-medical laboratory**,
- **clinical skills education center**
- **new conference and teaching facilities**.

The university provides adequate physical and programme infrastructure to meet the special needs of **students with disabilities**.

As of 2021 the university has the capacity to enroll up to **1300 medical students**. It can **expand its education programmes to master's (MPH) and postgraduate (PhD) academic degrees**, and implement **complex interdisciplinary and bio-medical research** both in clinical medicine and public health.

National and International Recognition

In 2018 TMA received a **7-year authorization from NCEQE of the Ministry of Education and Science of Georgia** based on the **European Higher Education Area (ESG) 2015 standards**.

In 2020, medical education programmes offered by TMA also received a **7-year accreditation and recognition from NCEQE** based on the standards of the **World Federation for Medical Education**.

TMA through the international accreditation process has been **enlisted in the European Quality Assurance Register for Higher Education and holds the WFME recognition status** – two critical steps for stronger positioning of the university as a credible education institution among national and international stakeholders.

Recognition of TMA's Best Practices

Within the **NCEQE/WFME** accreditation process of TMA's education programmes in 2020, **TMA was acknowledged to be demonstrating best practices in two directions:**

1. **"Real Patient Concept"** which includes paid patients to improve students' practice in patients' communication and examination skills,
2. **TMA's support to its graduates in employment at partner hospitals and financial contribution to their salaries** prior to starting residency programmes.

Growing Interest towards TMA

Over the last 5 years, interest of applicants towards TMA has substantially increased, both from Georgia and foreign countries. As an example, in the 2019-2020 Unified National Examination process **46% of Georgian students admitted at the university have indicated TMA as their first-choice higher education institution**, compared to only **9.8% in 2015-2016**. In the same period, enrollment of the **1st year foreign students at TMA increased 6-fold** from 19 to 120.

By June 2020, **among 32 universities** offering Medical Education in Georgia, **TMA stood as the 5th institution admitting the highest number of students**. At the same time, academic readiness of applicants is increasing, with **29.8%** of admitted students in 2019-2020 receiving government's **financial aid** (state grants) due to demonstrated excellence in Unified National Examinations.

Qualification of Teaching Staff

TMA in 2021 engaged **157 lecturers in medicine**, including 53 academic staff and 104 invited lecturers with a faculty-to-student ratio of 1:5.4 (157/853). At the same time **77% of academic**

staff hold PhD qualifications. Finally, **82% of academic personnel** are **affiliated only with TMA**.

In view of its institutional mission, TMA prioritizes attraction and retention of highly qualified teaching staff. In pursuit of this goal, the university has put in place a **regular performance assessment** system for lecturers, such as administrative monitoring instruments (i.e., tracking attendance and learning outcomes of students), 360-degree assessment tools and students' satisfaction surveys.

In addition, TMA launched **financial and academic incentives** for highly qualified academic and invited staff, including financial bonuses and expanded opportunities for participation in international exchange programmes.

Teaching Innovations

TMA, as a student-oriented university, is continuously investing in state-of-art teaching methodologies and technological innovations, based on the best international practice. Students are regularly engaged in feedback mechanisms on the learning process, critical assessment of existing teaching methods and proposition of new tools. The chart below summarizes the new **teaching methodologies already in place** at TMA.

Teaching Methodologies implemented at TMA

Virtual reality (VR)
Objective Structured Clinical Examination (OSCE)
Objective Structured Practical Examination (OSPE)
Laboratory work in Biochemistry, Microbiology and Immunology (Learning by Doing)
Anatomage Table
Team Based Learning (TBL)
Early Clinical Exposure (ECE)
Case Reviews
Portfolio

Expanding Partnerships for Teaching Excellence

In 2020 TMA became the **lead institution in SAFEMED+ project**, an **Erasmus + grant application** for *Simulation in Undergraduate MEDical Education for Improvement of SAFETy and Quality of Patient Care (SAFEMED+)*. TMA works with **8 medical universities** of Armenia, Georgia, Italy, Lithuania, Spain and Ukraine to implement the **Clinical Line Concept** in medical curricula in 3 domains of clinical care (Practical Procedures, Physical Examination and Communication).

TMA is also working on **Erasmus + Capacity Building Project SPRING for peer-review of educational and institutional processes and performances**, in partnership with Batumi International University (Georgia) and Sofia University (Bulgaria). The initiative brings

together 14 universities from 7 countries – Belarus, Bulgaria, Georgia, Lithuania, Kazakhstan, Moldova and Tajikistan.

TMA is planning to invest in Public Health education, and will launch a joint **Master of Public Health Degree programme** starting from 2023-2024 academic year in collaboration with Georgian Institute of Public Affairs (GIPA).

The Chart below presents **11 partner universities in Georgia and abroad** that TMA is collaborating in teaching excellence initiatives as of 2021.

TMA Partner Institutions in Teaching Excellence and Innovations

Yerevan Haybusak University (Armenia)
Yerevan State Medical University (Armenia)
Sofia University (Bulgaria)
Batumi International University (Georgia)
Georgian Institute of Public Affairs (Georgia)
Tbilisi State Medical University (Georgia)
University of Catania (Italy)
Vilnius University (Lithuania)
Universidade de Santiago de Compostela (Spain)
Bucovina State Medical University (Ukraine)
Ivan Horbachevsky Ternopil National Medical University (Ukraine)

Students' Satisfaction with Teaching and Administration

Students, overall, express **high satisfaction with** :

- **academic experience at TMA**
- the effectiveness of the **feedback mechanisms** with the university administration.

The majority of students positively assess :

- the quality of teaching,
- faculty qualification
- student-oriented approach of the administration.

However, TMA should ensure higher engagement of students in the surveys it conducts for stronger validity of the study results.

Expanded Access to Education and Research Resources

Throughout the years TMA has built a **substantive library basis for its students, faculty and researchers**. It has expanded its infrastructure (library facilities), book vault (5085 textbooks) and provides free access to textbooks, teaching platforms (AMBOSS, Complete Anatomy), academic honesty check software (Turnitin), eBooks (ClinicalKey Student) and journals through Hinari, Web of Science MEDLINE, and Elsevier's ScienceDirect and Scopus

databases. Notably, the initial contract with Elsevier was facilitated through active engagement and support of the Ministry of Education and Science of Georgia.

Progress towards Internationalization

In line with its internationalization vision, TMA has successfully established **partnerships with 6 Universities of different countries**. As of June 2021, 86 students, 7 faculty members and 5 administrative staff members of the university have participated in **exchange programmes** through **Erasmus +** or other bi- and multilateral partnership initiatives.

TMA Partner Universities and Organizations in Students and Staff Exchange

Sofia University (Bulgaria)
University of Antwerp (Belgium)
Masaryk University (Czech Republic)
Charite Medical University Berlin (Germany)
University of Bari Aldo Moro (Italy)
Klaipeda University (Lithuania)
Vilnius University (Lithuania)
Radboud University Nijmegen (Netherlands)
Medical Centre of Erasmus University Rotterdam (Netherlands)
Pavol Jozef Safarik University Kosice (Slovakia)
University of Granada (Spain)
University of Santiago de Compostela (Spain)
University of Lodz (Poland)
Medical University of Bialystok (Poland)
Altinbas University (Turkey)

In addition, TMA partners with the International Federation of Medical Students Association (**IFMSA**) on students' exchange programmes in European countries and Turkey. Through cooperation with Global Education Exchange in Medicine and Health Professions (**GEMx**) TMA also offers exchange opportunities for students in countries of Africa, Asia, Europe, South America. Finally, the university in partnership with **AMOpportunities** offers short-term clinical experience to students at hospitals and outpatient clinics in the United States.

Striving for Strong Research Capacities

With **increasing laboratory capacities** for bio-medical research TMA started **joint research initiatives with 4 universities in Georgia and Germany**. TMA is the **recipient of Shota Rustaveli National Science Foundation of Georgia (SRNSFG) awards** for research initiatives led unilaterally or in partnership with local and international institutions.

As of 2021 TMA has completed or is implementing **12 research projects** in public health and basic sciences, including through internal grants, and is launching a research project that will contribute to the global knowledge basis for **COVID-19 pandemic response**.

TMA intends to substantially increase its fund allocations to research over the next 7 academic years in parallel to **introduction of PhD programmes**.

TMA Partner Institutions in Research

Charite Medical University Berlin (Germany)

Iliia State University (Georgia)

Tbilisi State University (Georgia)

Tbilisi State Medical University (Georgia)

Engagement in CSR Activities Pertinent to Local Community Needs

TMA has been actively involved in **Institutional Social Responsibility (CSR) Initiatives** focusing on the local community needs. The university through active engagement of its students and staff has supported promotion of voluntary blood donation, awareness raising activities on COVID-19 pandemic, cancer screening programmes, environmental protection initiatives and visits to geriatric care facilities.

1.2. Remaining Challenges and Priority Areas for Action

TMA, despite achieving noteworthy results, aims to enhance its progress and fulfill its core mission by engaging in critical self-reflection, utilizing the latest evidence from research, and learning from successful practices globally. TMA relies on annual performance reports, internal and key external audits, as well as feedback from staff and students to identify challenges in institutional development. The surveys conducted as well as Focus group discussions and results analysis are at the heart of TMA’s self-evaluation process and identification of remaining challenges. The focus is on addressing these challenges through strategic actions aligned with national and international authorization/accreditation standards.

TMA’s future vision of the student-oriented institution that offers academic and research excellence and an impactful Institutional Social Responsibility (CSR) strategy, is structured around 6 main and 3 cross-cutting challenges and respective priority areas for action.

Main Challenges and Priority Areas for Action	Cross-cutting Challenges and Priority Areas for Action
<ul style="list-style-type: none"> ● Need for enhancement of students’ engagement in academic, research and social initiatives ● Need for further development of Human Resources ● Further enhancement of the scope and quality of education programmes ● Need for substantial development of the research component ● Stronger positioning of the Institutional Culture of TMA ● Need for enhancement of TMA’s sustainability and institutional growth 	<ul style="list-style-type: none"> ● Further development of digital technologies in teaching and administration ● Strengthening public communication and stakeholders’ engagement ● Need for further improvement of Quality Assurance in teaching, research, and CSR activities

1. Enhancement of students' engagement in academic, research and social initiatives

Main Challenges identified along the assessment process :

- Develop peer-to-peer **Tutorship programmes** at TMA
- More **international exchange opportunities** for international students.
- A gap between the **research possibilities and number of students willing to undertake research (in 2021 only 1.8% of students engaged in research)**. TMA should intensify work on new initiatives (including through internal grants) and ensure maximum engagement of local and international students in TMA-based or joint interdisciplinary and bio-medical research with other institutions.
- Demands for more **extracurricular** social and cultural activities and training (i.e., Communications, Arts and Therapy).
- **Students Academy is not fully meeting the actual needs and interests of students**. Based on the students' recommendations, TMA should support continued operation of the **Students' Academy with a minimum secretariat, biannually rotating leadership** and establish **equal opportunities for students' initiatives and small grants** irrespective of their membership to the Students' Academy.
- **International students' integration into the local society.**
 - The **Georgian language courses** are implemented extracurricularly and should be strengthened.
 - Interaction of foreign students with Georgian peers is limited, calling for more **integration of academic classes, social and cultural events**.
 - The **2020 accreditation process of TMA programmes by NCEQE/WFME also recommended** enhancement of Georgian language studies for international students.
- Students in semesters XI and XII revealed interest to remain actively engaged in TMA' activities even after graduation. TMA should consider stronger **communication and continuous engagement with its Alumni**.

2. Need for further development of Human Resources

TMA's mission focuses on formation of a **highly qualified and skilled team**, which shares the code of ethics, teaching and research excellence vision, commits to the Institutional Social Responsibility of the university and **expresses satisfaction with his/her job and workplace environment**. TMA already made important progress in attraction/recruitment of qualified staff, however, still faces the following challenges :

Key NCEQE/WFME recommendations from 2020 accreditation process of TMA:

- **contracts built around specific, rather than general description of duties for academic staff and invited lecturers,**
- **an annual update of staff profiles** based on regular assessment of their professional performance.

Key findings :

- Proportion of **academic staff solely affiliated with TMA should be further increased**. In 2021, 82% of academic staff are affiliated/working only with TMA. Competitive remuneration schemes and diverse opportunities for professional development is a direction.
- **TMA should offer professional growth opportunities to its teaching staff, especially young lecturers** with positive performance evaluation, **through its programmed PhD programme**. **77% of full-time academic staff hold PhD qualifications**, but **only 13% of invited lecturers** possess academic degrees from the 3rd level of higher education studies.
- The existing **instruments to regularly assess teaching staff and teaching processes should be further refined** for stronger validity and impact.
- Despite the demonstrated progress in recruitment and retention of qualified staff, **TMA should further strengthen transparency and standard operating procedures (SOPs) of its recruitment processes** for recruiting skilled academic and administrative professionals.
- The **performance-based bonus system** introduced by TMA has proved to be a positive step and the university should invest in additional **monetary and non-monetary incentives for retention and continuous professional development** of its team members.
- As of 2021, 13% of academic and 30% of administrative staff have participated in **international exchange programmes**, including in international conferences convened by AMEE, WFME and other global stakeholders. TMA to invest more in exchange programmes as an important **professional development incentive** for the faculty and administrative staff.

- **Institutional Organogram, Division of Labour (DoL)** among departments and **Job Descriptions (JDs)** of individual staff members should be refined based on the new 2021-2028 Strategic Development Plan, the renewed responsibilities and performance measurement processes.
- In addition to professional skills-building initiatives, TMA considers it important to **enhance interpersonal, communication and other soft skills** of its staff members for strengthening a student-oriented environment.

3. Need for further enhancement of the scope and quality of education programmes

TMA as a student-oriented medical university should **continuously invest in teaching innovations** to accelerate progress towards achievement of the **learning outcomes** among students (especially in clinical sciences) and attainment of professional **competencies** reflecting **CanMEDS** roles.

The NCEQE/WFME accreditation process recommendations pointed out :

- **A need to strengthen the quality of clinical teaching** across the network of its affiliated teaching hospitals,
- A need to improve the clinical teaching experience for students with appropriate number of patients,
- **A need to increase the number of administrative staff** at clinical settings for stronger monitoring and quality assurance of the study and assessment processes.

The assessment process underlined the following challenges :

- the need to further increase opportunities for bed-side teaching and clinical practice (especially against the background of COVID-19 pandemic) and more intensive clinical skills-building teaching through clinical reviews, clinical reasoning, and hands-on training at the TMA's Clinical Skills Center (CSC),
- the need to further improve the quality of **Teaching - Learning and Assessment (TLAs) in clinical disciplines** (Step II),
- the need to build **new and wider strategic partnerships with Primary Health Care** providers in the country, that can offer teaching in appropriate clinical settings with appropriate numbers of qualified personnel and ensure substantial improvement of bed-side teaching,
- The ultimate objective of the university is to launch its own **Outpatient Clinic** that will ensure substantial improvement of teaching and clinical practice opportunities for students.
- **English language skills among TMA's Georgian students and faculty** should be further improved to ensure access to and application of latest scientific and clinical knowledge into the teaching/learning processes.

- As an institution oriented on teaching excellence, TMA should ensure **continuous assessment/revision of its TLAs methodologies**, based on the latest international evidence, field-specific standards and innovations, and feedback from faculty and students through annual and semi-annual surveys.
- TMA should support a mix of teaching and learning activities that can stimulate **deep-level learning and reflection** on the professional evolution and growth. As an example, based on the successful Portfolio in Semesters 1 and 2 (2020-2021 academic year), ensure full-scale implementation of Portfolio throughout the 6-year MD programme, with **competence-based** assessment methods.

4. Need for substantial development of the research component

Based on :

- important research initiatives supported through internal grants and external research foundations,
- the successful mobilization of the **first grants from Shota Rustaveli National Science Foundation of Georgia**
- The **recommendations from NCEQE/WFME 2020 accreditation process**,

And on key findings As of 2020-2021:

- **Insufficient engagement of teaching staff in research activities**
- **6 publications** included authors/co-authors affiliated with TMA, including 5 articles published in periodicals indexed in international scientific databases.

TMA is striving for research excellence and is committed to achieve decisive breakthrough efforts for stronger positioning of the university as a credible research institution in Georgia and abroad.

TMA is willing to invest considerable financial resources and professional efforts for improvement of its baseline indicators in research.

Key challenges identified :

- The need to continuously invest in integration of the **latest scientific and research evidence** in medicine and public health in its teaching process.
- The need to **strengthen engagement of the faculty and students in research** through **internal training/orientation, internal grants programmes, and bi- and multilateral initiatives**.
- For this purpose, the need to ensure **structural administrative support** to researchers and PhD students in development of grant applications for resource mobilization, as well as implementation of relevant projects.
- The need to considerably increase the **scope and number of research initiatives** in collaboration with national and international groups of researchers, as well as **the number of publications** by TMA-affiliated authors.

- The need to prioritize **building new alliances with the health industry, health care sector and research institutions** at national and international levels to install a chain of knowledge transfer, including through multi-disciplinary and translational research.
- The need to **revise priority research areas** to concentrate its limited human and financial resources on initiatives that will increase engagement of both students and faculty and improve the visibility of TMA among research institutions.

5. Stronger positioning of the Institutional Social Responsibility agenda of TMA

As noted, TMA has already supported **CSR Initiatives pertinent to the local community** needs. However, the whole TMA's community (students, staff, academics) wish to expand the impact and influence of TMA's CSR activities on community.

The areas of special interest were identified: (1) Community engagement (2) Health awareness raising and advocacy and (3) Environmental and Planetary Health.

6. Need for enhancement of TMA's sustainability and institutional growth

TMA has **substantially strengthened its infrastructure**, including teaching and research facilities, library, and clinical skills center.

Challenges identified:

- The necessity to ensure **periodic update and enhancement** of the library, laboratory, and simulated learning center resources for continuous quality improvement of its educational and research activities.
- Establishment/building of a **Outpatient Clinic, with its full-time clinical staff**, could address all major barriers that remain in clinical teaching at TMA, including: (a) more effective teaching assessment methodologies in clinical settings, and (b) need for stronger interaction of international students with peers, practitioners, and patients.
- The will to **expand its education programmes** to master's (MPH) and postgraduate (PhD) levels both for its students and young lecturers.
- The need to **intensify internalization efforts** through expanded opportunities for staff and students' exchange programmes and research initiatives.
- The need of **diversification of countries** represented by students and faculty at the university focusing on Europe by 2027-28

7. Further development of digital technologies in teaching and administration

The COVID-19 pandemic response demonstrated the capacity of TMA to implement innovative approaches in TLA processes.

- The latter experience prompted the TMA leadership to **explore establishment of a stand-alone medical education (MD) programme for hybrid face-to-face and on-line teaching**. The initiative will imply design and implementation of specific software applications, digital teaching and assessment methodologies and relevant resources. The initiative will also facilitate attraction of international students and faculty from different geographic regions.
- Key challenge identified : **efficiency of internal communication especially for International students**. More interactive communication platforms for information exchange on classes, exams, scientific or social project opportunities.

8. Strengthening public communication and stakeholder engagement

- Despite the success of TMA in national and international recognition and increased interest of students towards the university, **visibility of TMA in media, including social media platforms is relatively low**.
- **Awareness of TMA's academic and research capacities** should be further increased among local and international students and stakeholders for further institutional growth of the university and expansion of its partnership initiatives.
- Awareness on TMA's capacities and culture of learning should be particularly strengthened among **potential employers of TMA's graduates, both in Georgia and abroad**.

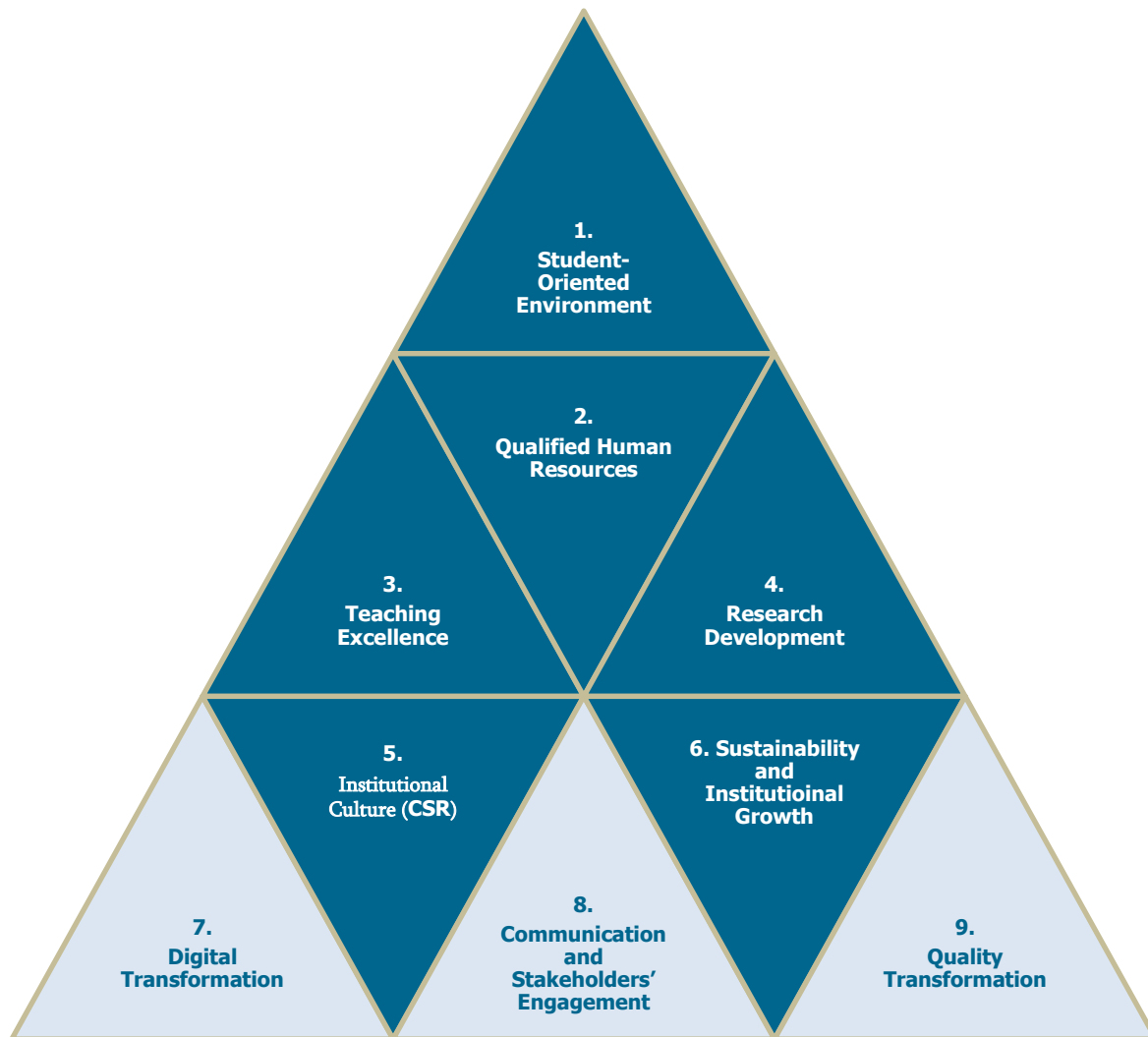
9. Need for improvement of Quality Assurance in teaching, research and administration

- TMA's mission and vision for future institutional growth implies an integrated **approach to quality assurance (QA) and quality improvement (QI)** across its academic, research and CSR activities.
- **Internal and external QA/QI processes and instruments are already in place**, based on national and international standards of higher education institutions.
- However, transformative improvement of TMA's quality assurance calls for creation and implementation of **prospective quality enhancement approaches** at all levels (individual, community, society) of its teaching, learning, research, and CSR activities.

Part 2. 2021-2028 SDP

2.1. Priority Areas and Actions

Based on the institutional mission and analysis of current results and challenges, the 2021-2028 Strategic Development Plan of TMA has been structured around **6 Core Priority Areas** and **3 Cross-cutting Priority Areas**, as presented in the **SDP Pyramid** below.



6 Core Priority Areas

1. Student-Oriented Environment
2. Qualification of Human Resources
3. Teaching Excellence
4. Research Development
5. Institutional Culture and CSR Strategy
6. Sustainability and Institutional Growth

3 Cross-Cutting Priority Areas

1. Digital transformation
2. Communication and Stakeholders' Engagement
3. Quality Transformation

Core Priority Area 1: Student-Oriented Environment

Statement of the Goal

To foster a student-oriented environment at TMA that cultivates student's ideas, autonomy, self-care and well-being, and promotes student's proactive qualities and culture of learning.

Objectives of the Priority Area

- 1.1. Ensuring that by 2027-2028 **at least 75% of students express satisfaction** with the quality of education programmes, qualification of academic staff, library and lab capacities, bed-side teaching, and clinical skills laboratory.
- 1.2. Increasing **engagement of Georgian and international students in extracurricular activities** (including research, social projects, and exchange programmes)
- 1.3. **Increasing peer-to-peer education and support opportunities**, including Tutorship programmes and activities for greater integration of foreign students into the local community.
- 1.4. Ensuring that **every student with disabilities has an appropriate inclusive environment**
- 1.5. **Ensuring equal opportunities for all TMA students to participate in students' governance** and in the design and implementation of **extra-curricular social and cultural initiatives**.

Priority Actions for attainment of the Goals and Objectives

- Ensuring stronger **engagement of students in TMA governance** for guaranteeing that students' ideas and recommendations are reflected in the discussions, and the revision process of education programmes and methodologies. As the first step, TMA will ensure **engagement of students in the work of the Board of Advisors (BA)** on an biannual rotation basis.
- To ensure that at least **1 student from each academic year of education programmes** is formally engaged in the work of the **Curriculum Committee including upon commencement of new programmes**.
- TMA will ensure biannual **rotation of students** at the Curriculum Committee through a **students' led election process**.
- Strengthening of existing collaboration initiatives and exploring new partnerships with local and international institutions for **students' exchange programmes**.
- Engage diplomatic and international stakeholders to explore international exchange opportunities for foreign students enrolled at TMA.

- Supporting engagement of students in **research activities and scientific conferences**, including through TMA's internal grants (*please also refer to Core Priority Area 4*).
- TMA will continue regular assessment and upgrading (as relevant) of physical and programme infrastructure for ensuring an inclusive **environment for students with disabilities**.
- Support establishment and implementation of **Tutorship programmes among students**, where students in Semesters 7 through 12 support peers in Semesters 1 through 6 in basic sciences and pre-clinical skills-building.
- Support **integration of international students** into the local community through (a) initiation of 1-week orientation sessions for the 1st year foreign students; (b) offering Georgian language courses for international students during 4 semesters, and (c) scheduling elective intra-, inter-, and trans-disciplinary classes with engagement of both Georgian and foreign students.
- Supporting **awareness-raising, capacity building and counseling initiatives** that promote student's self-care and well-being, and competencies for self-awareness, self-reflection, and self-regulation. e.g., regularly convening student's focus groups to discuss personal and professional development challenges.
- Provision of more **extra-curricular, interdisciplinary training** in Communications, Arts and Therapy, and other topics of interest to students through the newly established **Institutional Culture Development Department** of the university.
- Minimizing the secretariat structure of the **Students' Academy** (up to 5 members), introducing biannual rotation policy of its leadership, and maximizing accessibility of the Students' Academy to all students.
- Empowering and strengthening students' inclusion in CSR and **community-based initiatives**. Supporting local and international students in the design and implementation of **social and cultural projects**, including through TMA's internal grants (*please also refer to Core Priority Area 5*).
- Introducing transparent **procedures and guides for students' grant applications and review** irrespective of their membership to the Students' Academy.
- The students' grant applications should be reviewed by **Independent Commissions composed of external experts** from various backgrounds.

Core Priority Area 2: Qualified Human Resources

Statement of the Goal

Formation of a highly qualified and skilled team, which shares the code of ethics, the teaching and research excellence vision and institutional culture of TMA and expresses satisfaction with his/her job and the workplace environment.

Objectives of the Priority Area

- 2.1. Increase a high percentage of full-time professors **holding PhD qualifications** from the baseline of 77% to at least 80% and increasing the percentage of invited lecturers with PhD qualifications from 13.4% in 2021 to at least 40% by 2027-28.
- 2.2. Maintaining and further improve the current **Faculty-to-Student ratio** (1:5.4) in view of the potential increase in the total number of students in 2021-2028 period.
- 2.3. Improving **attraction and retention of qualified teachers** to ensure that > 90% academic staff are affiliated only with TMA.
- 2.4. Ensuring that at least **75% of teaching and administrative staff expresses satisfaction** with his/her job and the workplace environment at the TMA.
- 2.5. **Improving effectiveness of HR management** at TMA through implementation of new planning and performance assessment instruments and continuous professional development opportunities.
- 2.6. Increasing **TMA's investments in teaching**

Priority Actions for attainment of the Goals and Objectives

- Supporting attraction and retention of qualified academic and administrative staff through offering **competitive remuneration, and monetary and non-monetary incentives** for continuous professional development.
- Continuing and regularly revising **performance assessment measurement** of teaching staff for ensuring stronger validity of the instruments and assessment results, and retention and promotion of qualified teachers.
- Supporting professional development and retention of qualified young teachers by offering enrollment and co-financing of **MPH and PhD studies** at TMA.
- Expanding **exchange opportunities** for academic and administrative staff at partner institutions abroad and through initiatives offered by Erasmus+ and other bi- and multilateral cooperation programmes.

- Improving effectiveness of human resource management at TMA through development and implementation of well-structured **organogram** (in line with the Mission and SDP), clear **Division of Labour** (DoL) between departments, detailed **Job Descriptions (JDs)** for individual staff members, and **annual performance evaluation system**.
- Implement **Teachers' Portfolios** as a new instrument for regular assessment and retention of qualified human resources. Portfolios will reflect continuously updated professional profiles of teachers, including reflections from students' feedback.
- Offering **continuous professional development programmes for academic and administrative staff** to foster the environment of teaching excellence and wellbeing.
- Regular needs assessment and adjustment of **financial resource investments** in teaching and human resource development of TMA.

Core Priority Area 3: Teaching Excellence

Statement of the Goal

Enhancement and expansion of current education programmes by continuous introduction of innovative teaching and assessment methodologies, and research-oriented and research-based teaching in line with stakeholders' needs and emerging global knowledge in medical and public health education.

Objectives of the Priority Area

- 3.1. Continuous enhancement of teaching and assessment methodologies.
- 3.2. By 2027-28 at least 75% of TMA **students successfully graduate** MD programmes in 6 years.
- 3.3. Maintaining the 1st year dropout rate at less than 10% by 2027-2028 taking into consideration that admission of students will grow by average 10% annually.
- 3.4. By 2028 > 75 % of TMA graduates are **employed in the health industry, research or continue advanced degrees' studies** in 4 years after graduation.
- 3.5. Georgian students and faculty members have increased access to latest teaching and research resources through specialized **English-language training** courses for medical professionals.

Priority Actions for attainment of the Goals and Objectives

- To establish a new unit – **Curriculum Innovations in Medical Education Department (CIMED)** for effective planning, coordination and implementation of medical education reforms. CIMED in coordination with the Curriculum Committee will ensure continuous revision of teaching and assessment methodologies and strengthening of the research line across all disciplines. The process will be guided by the latest evidence, field-specific standards and innovations, and feedback from faculty and students through annual and semi-annual surveys.
- Full scale implementation of **Portfolio** throughout the 6-year programme and alignment of learning outcomes with **competence-based** assessment methods, including in formative and summative assessment processes.
- As the lead coordinator University of Erasmus + SAFEMED + project, TMA will **integrate the Clinical Line Concept** in medical education curricula in partnership with 8 universities in Armenia, Georgia, Italy, Lithuania, Spain, and Ukraine.
- **Strengthening of clinical teaching** through increased exposure of students to clinical reviews, clinical reasoning, hands-on training at the TMA clinical skills center and Tutorship programmes.
- Special effort will be given to **expanding the “Real Patients” pool**, as TMA’s Best Practice for students’ skills-building in patients’ communication and examination.
- Strengthening **quality of clinical teaching** by the ongoing collaboration with 37 clinics for selective-contracting of best-performing teaching hospitals. The process will include evaluation of TLA processes, assessment of number of staff engaged in clinical teaching and patient contact opportunities for students.
- **Increase the number of administrative staff** at clinical settings for stronger monitoring and quality assurance of the study and assessment processes.
- Building new strategic partnerships with local **Primary Health Care** providers to substantially increase clinical teaching and clerkship opportunities for students. PHC network offers a clinical setting that can ensure access of TMA students to more intensive clinical experience and **improved learning outcomes in the domains of Clinical Care** (knowledge and skills), Professionalism (teamwork and ethical issues), and Communication (with co-workers and patients).
- **Design and launch of TMA’s Outpatient Clinic** for substantial improvement of clinical teaching quality for students’ and residents. *(please also refer to Priority Area 6)*
- Development and implementation of two **new educational programmes**, including **Master’s Degree** programme in Applied Public Health (MPH) and **postgraduate Doctoral Degree** (PhD) programme in Medical Sciences *(please also refer to Core Priority Area 6)*.

- TMA will **establish specialized English-language courses for medical professionals** as the opportunity for TMA’s Georgian students and teachers to advance their skills. The latter will also be a significant contribution from TMA to the broader medical and public health community in Georgia.

Core Priority Area 4: Research Development

Statement of the Goal

Improve TMA’s research capacities to ultimately transform the institution into a research University, through active engagement of academic staff, invited lecturers and students in research activities, active development of resources, internationalization of programmes and increased linkages of education programmes to the latest scientific and research evidence.

Objectives of the Priority Area

- 4.1. Improved **engagement of academic staff** in research activities (>30% involved by 2027-2028).
- 4.2. Increase the number of the research projects granted,
- 4.3. Increase gradually **TMA’s funding for research** activities,
- 4.4. Improve **external funding for research** activities.

Priority Actions for attainment of the Goals and Objectives

- **Strengthen the Research Line across all disciplines** by continuous integrating of latest scientific and operational research evidence in medicine and public health in the curricula.
- Strengthen **engagement of teaching staff in research** through provision of internal training/orientation, internal grants programmes, bi- and multilateral research initiatives.
- Provide **structural administrative support** to researchers and PhD students, including: (1) searching, profiling and information-sharing on national and international organizations offering research grants and funding opportunities, (2) support in writing/development of grant applications for resource mobilization, (3) assistance in implementation oversight of relevant projects, and (4) support in dissemination and publication of research findings.
- Supporting engagement of students in **research activities and scientific conferences**, including through TMA internal grants, (*please also refer to Core Priority Area 1*).

- Maintain and **further develop research infrastructure, including increased access to scientific databases and required laboratory infrastructure.**
- Increase **fund allocations** for research and for PhD programmes planned to be commenced in 2025-2026.
- Gradual allocation of funds to the research activities to finance the new projects
- Invest in **priority research areas** for concentrating limited human and financial resources of TMA. Focus on (a) generation and dissemination of evidence in **applied science; (b) Inter-disciplinary partnerships** such as **Arts and Science**, and (c) **science communication**, including the scope and results of research implemented by TMA.
- **Support science communication** through organization of public lectures, scientific festivals, seasonal schools, and other events for presentation of ongoing research projects and results to attract students and young researchers.
- **Expand collaboration** with other **research groups** at national and international levels and build **new alliances with the health industry and health care sector** to install a chain of knowledge transfer, including through multi-disciplinary and translational research.

Core Priority Area 5: Institutional Culture and CSR

Statement of the Goal

Stronger positioning of the **Institutional Culture of TMA** within and outside of the university, including through strengthening of the student-oriented environment, teaching and research excellence, academic freedom, institutional social responsibility (CSR) and community engagement endeavors.

Objectives of the Priority Area

- 5.1. Ensure that all students and staff have the possibility to be **engaged in Institutional culture development activities** and that a growing number are involved in those activities by 2027-28.
- 5.2. Improve **awareness on Institutional Culture and commitment to Social responsibility** among staff and students.
- 5.3. Strengthen the TMA's institutional culture through **active engagement of students, alumni and staff members** in its work and attainment of the university's mission.

Priority Actions for attainment of the Goals and Objectives

- **Organizing meetings** with students, faculty, and administrative staff to **raise awareness of the Institutional Social Responsibility (CSR) of the TMA**,
- Offering orientation **sessions/trainings for staff and students on the TMA Mission, institutional culture and its CSR agenda, Code of Ethics, and Academic Integrity**, closely interlinked with **intra- and extra-curricular activities reflecting CanMEDS roles of the physician**,
- Designing and implementing **social activities** to facilitate development of necessary skills for socially active professionals,
- Supporting students' and staff engagement in **extracurricular CSR projects in the following three priority areas**: (1) Community engagement (2) Health awareness raising and advocacy and (3) Environmental and Planetary Health,
- Strengthening **TMA's Alumni Network** for regular communication and engagement of its graduates and former staff members in education, research, CSR and community engagement endeavors of the university,
- **Strengthening collaboration with public health networks** and supporting joint initiatives for raising awareness of local communities on contemporary public health challenges.

Core Priority Area 6: Sustainability and Institutional Growth

Statement of the Goal

Strengthening operational and financial sustainability of TMA through increased investments in academic and research excellence, and expanded internalization of its teaching, research, and partnership initiatives.

Objectives of the Priority Area

- 6.1. Expand the **number of students**, including foreign degree-seeking, MPH and PhD students, from 853 in 2020-21 to 1,300 by 2027-28, taking into consideration regular analysis of **market surveys on employment opportunities** for future graduates.
- 6.2. **Expand geographic coverage of foreign students** enrolled at TMA >15 countries, each country represented by at least 5 students, by 2027-2028 academic year.
- 6.3. Increase engagement of **academic staff and invited lecturers in exchange programmes** from 13% in 2020-2021 to at least 50% for teaching teams by 2027-28.

- 6.4. Expand the number of international capacity building opportunities for administrative staff
- 6.5. Expand the number of international universities engaged in deep and comprehensive **partnership programmes with TMA** from 6 Universities to at least 30
- 6.6. Increase **foreign academics and invited lecturers** members including Georgian teachers working abroad,
- 6.7. Improve clinical teaching, including through establishment of the **Outpatient Clinic** by 2027-2028 academic year.
- 6.8. Expand and diversify education programmes from **MD to MPH and PhD** degrees.
- 6.9. Increase financial sustainability of TMA through increased financial resources, including from external sources
- 6.10. **Ensure equal rights and opportunities for all gender** in line with Georgian legislation
- 6.11. Increase number of foreign countries **recognizing TMA's degree**.

Priority Actions for attainment of the Goals and Objectives

- **Strengthen attraction of local students** through stronger communication/awareness-raising initiatives and offering new opportunities to the last-year students of secondary schools to observe the actual level of teaching and learning at TMA.
- Ensure regular review of market surveys and **stepwise increase in number of students in view of future employment opportunities**.
- In parallel, invest more in **public-private partnerships** for expanding **employment opportunities for TMA's graduates** (*please also refer to Cross-cutting Priority Area 2*).
- **Intensify internationalization efforts** for attraction of students and faculty from different geographic areas, expansion of staff and students exchange programmes and joint research initiatives.
- Focus on **diversification of countries represented by the students and faculty members** of the university focusing on Europe, to at least 15 countries by 2027-28, each represented by at least 5 students.
- Prioritize engagement of **foreign teachers** in the **teaching and research initiatives** and experience-sharing opportunities through **public lectures and conferences** hosted by

TMA.

- **Implement 2 new education programmes** at master's (MPH) and postgraduate (PhD) levels for students and young academic personnel.
- Establish/launch **TMA's Outpatient Clinic, with full-time clinical staff** to improve teaching and assessment methodologies in clinical settings, and improved interaction of international students with practitioners and patients.
- Develop and implement **fundraising strategy** for establishment of the **Outpatient Clinic**, including for resource mobilization efforts from international donor agencies, state authorities and the private sector.
- **Continuously update and enhance** library capacities (book vault and electronic resources), laboratory and simulated learning center resources (Anatomage, VR) based on latest evidence, and teaching and research innovations.
- Implement **gender-equality** policies and instruments for HR recruitment processes.
- Ensure that a growing number of **foreign countries are recognizing TMA's degrees**.

Cross-cutting Priority Area 1: Digital transformation

Statement of the Goal

Support internalization as well as external and internal communication efforts of TMA through development and implementation of state-of-art digital technologies.

Objectives of the Priority Area

- 7.1. By 2023-2024 academic year, ensure accreditation and implementation of **TMA's stand-alone medical education (MD) programme for hybrid face-to-face and on-line teaching**.
- 7.2. By 2027-28 at least 75% of students and staff express satisfaction with the **efficiency of internal communication** and information exchange.

Priority Actions for attainment of the Goals and Objectives

- Design and implement **TMA's stand-alone medical education (MD) programme for hybrid face-to-face and on-line teaching and blended training courses**, with corresponding digital teaching resources, adapted assessment methodologies and relevant electronic resources (i.e., Elsevier) for learning and examination.
- Improve **digitalization of administrative and information exchange processes** (administration-academic, staff-students) for stronger efficiency of communication within the TMA community. The latter includes renewal of the TMA's official website and development/launch of special TMA's mobile applications.

Cross-cutting Priority Area 2: Communication and Stakeholders' Engagement

Statement of the Goal

Positioning TMA as a credible educational and research institution with a sound institutional culture among public and private partners in Georgia and abroad through the design and implementation of an effective communication strategy.

Objectives of the Priority Area

- 8.1. **Media coverage and social media engagement of TMA** teaching, research and CSR initiatives increased,
- 8.2. By 2027-2028 academic year >60% of applicants have **learned about TMA** from media, social media and/or TMA's website.
- 8.3. Number of TMA's **partner organizations** in Georgia and abroad increased by 2027-28.

Priority Actions for attainment of the Goals and Objectives

- **Strengthen awareness on TMA** among local and international stakeholders through promoting success stories of students and faculty via internet media, social networks, TMA website, video ads and TV/Radio interviews.
- Reform the existing **Marketing and PR Department** of the university with establishment of a **special unit for internal and external communication** with short lines to TV/Radio, press and internet-based media and fortnightly **media monitoring**.
- Organize open-door events, public lectures, conferences, summer schools, education fairs and other activities for **positioning TMA as one of the leading medical schools** in Georgia that offers modern infrastructure, study labs, exchange programmes and other innovative teaching and research methodologies.
- Revamping **TMA's website** and **social media** communication channels for more active internal and external communication with students, faculty, staff, external stakeholders, and prospective partners.
- **Create and regularly disseminate** annual reports and information materials (brochures, newsletters) about TMA programs both in Georgian and English for attraction of new applicants and young researchers.
- Organize networking meetings and conferences with potential **public and private partners** in academic and research initiatives and formalization of partnerships by

Memorandums of Understanding (MoUs).

- **Linking TMA students with potential employers** from public and private sectors with shared institutional and CSR values (*please also refer to Priority Area 6*).

Cross-cutting Priority Area 3: Quality Transformation

Statement of the Goal

Ensure implementation of prospective quality enhancement systems across all sectors of TMA's work (TLA, research, and CSR) and at all levels - individual, community, and society and ensure a continuous and effective improvement process.

Objectives of the Priority Area

- 9.1. **Further strengthening of internal and external QA/QI system** for continuous improvement of institutional performance and staff/students' satisfaction.
- 9.2. **Prospective quality enhancement system** for individual-, community- and society-level assessment of teaching, research and CSR activities developed and fully implemented by 2023-2024 academic year.

Priority Actions for attainment of the Goals and Objectives

- **Continuous implementation and revision of internal and external quality assessment/quality improvement processes**, based on national and international standards of higher education institutions.
- Implementation of annual **students' satisfaction surveys**, annual **staff satisfaction surveys** and **internal and as necessary external audits**. Regular analysis of the audit and survey results for decision-making and action by TMA Leadership and relevant departments of the university.
- Design and implementation of **prospective quality enhancement systems and tools**, including individual, community, and society-level assessment of (a) TMA's teaching and learning processes; (b) research activities, and (c) Institutional Social Responsibility endeavors of the university.
- Ensure a continuous improvement process by recommending adjustments in department action plans and an effective self evaluation reporting process.

2.2. Results Framework for 2021-2028 SDP

Priority Area 1		Student-Oriented Environment	
Responsible Departments at TMA		<ul style="list-style-type: none"> • TMA Leadership • Board of Advisors (BA) • International Affairs Department (IAD) • Social Projects Management Department (SPMD) • Students' Academy (SA) • Curriculum Committee (CC) • Dean's Office - School of Medicine (DOSM) • Dean's Office - School of Public Health (DOSPH) • QA Department (QAD) 	<ul style="list-style-type: none"> • Department of Counseling and Career Support (DCCS) • Marketing and PR Department (MPRD) • Department for Study Process Management (DSPM) • Scientific Research and PhD Department (SRPHDD) • Clinical Skills Lab (CSL) • Library (LIB) • IT Department (ITD)
Partner Organizations		<ul style="list-style-type: none"> • IFMSA • GMEx • AMOopportunities • Erasmus + • Embassies and Diplomatic Missions of Georgia abroad • Embassies and Diplomatic Missions of foreign countries in Georgia 	<ul style="list-style-type: none"> • National Centre for Education Quality Enhancement (NCEQE) <ul style="list-style-type: none"> ○ Partner Universities in Georgia (GIPA, TSMU, DTMU, BAU) ○ TMA partner Universities in 13 countries ○ Safemed + Consortium Partners
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets		Method of Measurement/ Means of Verification
1.1. By 2027-2028 > 75% of students express satisfaction with the quality of education programmes, including qualification of academic staff, library and lab capacities, bed-side teaching, and clinical	KPI	% of students satisfied with the overall quality of learning at TMA Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: >75%	Students' satisfaction surveys. Numerator: # of students enrolled in surveys that positively assess the indicator. Denominator: Total # of students surveyed
	SI	% of students satisfied with quality of courses and teaching Baseline 2019-20: N/A Target 2023-24: 75%	Students' satisfaction surveys. Numerator: # of students enrolled in surveys that positively assess the indicator. Denominator: Total # of students surveyed

skills laboratory.		Target 2027-28: >75%	
	SI	% of TMA students positively assessing clinical stage teaching Baseline 2020-21: N/A Target 2023-24: 75% Target 2027-28: >75%	Students' satisfaction surveys. Numerator: # of students enrolled in surveys that positively assess the indicators for the current reporting period. Denominator: Total # of students surveyed
	SI	% of students satisfied with learning resources (library - digital) Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: >75%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed
	SI	% of students satisfied with Laboratory facilities Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: >75%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed
	SI	% of students satisfied with linking clinical/ preclinical teaching Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: >75%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed
	SI	% of students satisfied with Clinical Skills Center Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: >75%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed
1.2. Increase engagement of Georgian and international students in extracurricular activities in Georgia and abroad	KPI	% of Georgian and foreign students who completed an exchange programme and clinical rotations abroad Baseline 2019-20: 10% Target 2023-24: 15% Target 2027-28: 20%	TMA administrative data. <u>Numerator:</u> #of Georgian and Foreign students completed an exchange programme or clinical rotation. <u>Denominator:</u> #of Georgian and Foreign students in the current year.
	SI	Number of extracurricular activities (except research) that TMA is offering to students Baseline 2019-20: N/A	TMA administrative data. Numerator: number of activities counted by the relevant departments in charge

	Target 2023-24: 30 Target 2027-28: >50	
Strategic Objectives	Actions / Programmes	Method of Measurement/ Means of Verification
1.3. Increasing peer-to-peer education and support opportunities, including Tutorship programmes and activities for greater integration of foreign students into the local community.	4-semester Georgian language classes for new foreign students in place (Yes/No) Baseline 2020-2021: Yes Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data
	1-week orientation sessions for new foreign students in place (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data
1.4. Ensuring that every student with disabilities has an appropriate inclusive environment for learning, examination and engagement in research and social activities.	TMA provides inclusive environment, including adequate physical and programme infrastructure for students with disabilities (Yes/No) Baseline 2020-2021: Yes Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data
1.5. Ensuring equal opportunities for all TMA students to participate in students' governance and in the design and implementation of extra-curricular social and cultural initiatives	A transparent procedures and guides in place for TMA grant applications for students' initiatives (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data and procedures.
	Independent Review Commissions with external experts operational for reviewing students' grant applications (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data and records of the Independent Review Commissions' meetings

	<p>Students' Academy implements biannual rotation policy of its leadership (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes</p>	TMA Administrative Data and procedures.
Priority Area 2	Qualified Human Resources	
Responsible Departments at TMA	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● Department for Continuous Professional development and HR Department (CPDHR) ● QAD ● IAD ● DOSM 	<ul style="list-style-type: none"> ● DOSPH ● Financial Department (FD) ● Legal Department (LD) ● Occupational Safety and Logistics Department (OSLD) ● LIB ● ITD ● Examination Centre (EC)
Partner Organizations	Partner Universities in Georgia and abroad Think Tanks and M&E agencies	External Audit companies NCEQE
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets	Method of Measurement/ Means of Verification
<p>2.1. Increase a high percentage of full-time professors holding PhD qualifications from 77% to > 80% and increasing the percentage of invited lecturers with PhD qualifications from 13.4% in 2021 to at least 40% by 2027-2028 academic year.</p>	<p>KPI</p> <p>% of academic staff holding PhD qualification Baseline 2020-21: 77% Target 2023-24: 80% Target 2027-28: >80%</p>	TMA administrative data. Nominator: # of academic staff with PhD degrees. Denominator: Total # of academic staff.
	<p>KPI</p> <p>% of invited lecturers holding PhD qualification Baseline 2020-21: 13.4% Target 2023-24: 20% Target 2027-28: 40%</p>	TMA administrative data. Nominator: # of invited teachers/lecturers with PhD degrees. Denominator: Total # of invited teachers/lecturers.

<p>2.2. Maintaining and further improving the current Faculty-to-Student ratio (1:5.4) in view of the potential increase in number of students in 2021-2028 period.</p>	<p>KPI</p>	<p>Ratio of faculty to students Baseline 2020-21: 1:5.4 Target 2023-24: 1:5.2 Target 2027-28: 1:5</p>	<p>TMA administrative data. Numerator: # of academic staff and invited lecturers. Staff solely involved in research is excluded. Denominator: # of students (hand-count).</p>
<p>2.3. Improve attraction and retention of qualified teachers to ensure that > 90% of academic staff are affiliated only with TMA.</p>	<p>KPI</p>	<p>% of academic staff affiliated only with TMA Baseline 2020-21: 82% Target 2023-24: 85% Target 2027-28: >90%</p>	<p>TMA administrative data. Numerator: # of academic staff affiliated only with TMA. Denominator: Total # academic staff.</p>
<p>2.4. Ensure that at least 75% of teaching and administrative staff expresses satisfaction with his/her job and the workplace environment at TMA.</p>	<p>KPI</p>	<p>% of administrative staff expressing satisfaction with his/her job and the workplace environment at TMA Baseline 2020-21: NA Target 2023-24: 50% Target 2027-28: >75%</p>	<p>Staff satisfaction surveys. Numerator: # of administrative staff members enrolled in survey who positively assesses the indicator. Denominator: Total # of staff members surveyed</p>
	<p>SI</p>	<p>% of academic staff and invited lecturers expressing satisfaction with employment and the working environment at TMA Baseline 2020-21: NA Target 2023-24: 50% Target 2027-28: >75%</p>	<p>Staff satisfaction surveys. Numerator: # of academic staff and invited lecturers enrolled in a survey who positively assesses the indicator. Denominator: Total # of academic staff and invited lecturers surveyed</p>
	<p>SI</p>	<p>% of academic staff and invited lecturers expressing satisfaction with the teaching resources (textbooks, library, IT resources and laboratory) at TMA Baseline 2020-21: NA Target 2023-24: 50% Target 2027-28: >75%</p>	<p>Staff satisfaction surveys. Numerator: # of academic staff and invited lecturers enrolled in a survey who positively assesses the indicator. Denominator: Total # of academic staff and invited lecturers surveyed</p>

Strategic Objectives	Actions / Programmes		Method of Measurement/ Means of Verification
<p>2.5. Improve HR management processes at TMA through implementation of new planning and performance assessment instruments for departments and individual staff members.</p>	<p>New HR management instruments in place, including DoL, JDs, Performance Evaluation reports and Teacher's Portfolios (Yes/No). Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes</p>		<p>TMA administrative records – HR management procedures and reports.</p>
Priority Area 3		Teaching Excellence	
<p>Responsible Departments at TMA</p>	<ul style="list-style-type: none"> • TMA Leadership • BA • CIMED • CC • DSPM • QAD 		<ul style="list-style-type: none"> • AD • DOSM • DOSPH • Department of Residency Programmes (DRP) • DCCS
<p>Partner Organizations</p>	<ul style="list-style-type: none"> • NCEQE • TMA Partner Universities in Georgia (GIPA, TSMU, DTMU, BAU) • TMA Partner Universities in 13 countries • Safemed + Consortium Partner - 8 Universities in Armenia, Georgia, Lithuania, Italy, Spain and Ukraine. 		<ul style="list-style-type: none"> • TMA Partner hospitals and Primary Health Care providers for clinical teaching in Georgia • State Language Department • National Health Authority
<p>Strategic Objectives</p>	<p>Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets</p>		<p>Method of Measurement/ Means of Verification</p>
<p>3.2. At least 75% of TMA students successfully graduate MD programme in a 6-year period</p>	<p>KPI</p>	<p>% of Georgian and international students successfully graduating MD programme at TMA in 6 years Baseline 2019-2020: 65% Target 2023-24: 70% Target 2027-28: > 75%</p>	<p>TMA administrative data. Numerator: # of Georgian and international students graduating TMA in the current year. Denominator: Total # of students in TMA's entering cohort 6 years earlier</p>

	SI	% of Georgian students successfully graduating MD programme at TMA in 6 years Baseline 2019-2020: 50% Target 2023-24: 70% Target 2027-28: >75%	TMA administrative data. Numerator: # of Georgian students graduating TMA in the current year. Denominator: # of Georgian students in TMA's entering cohort 6 years earlier
	SI	% of international students successfully graduating MD programme at TMA in 6 years Baseline 2019-2020: 85% Target 2023-24: 85% Target 2027-28: >85%	TMA administrative data. Numerator: # of international students graduating TMA in the current year. Denominator: # of international students in TMA's entering cohort 6 years earlier
3.3. Maintaining the 1st year dropout rate at less than 10% / admission of students will grow by average 10% annually.	KPI	% of 1st year students dropping out of TMA Baseline 2019-2020: 10% Target 2023-24: 9 Target 2027-28: < 9%	TMA administrative data. Numerator: # 1 st year students dropping out of TMA. Denominator: # of 1 st year of studies in the respective academic year
3.4. By 2028 > 75% of TMA graduates are employed in health industry, research or continue advanced degrees' studies in 4 years after graduation.	SI	% of Georgian students who within 4 years of completing the MD programme are employed in the healthcare industry, in scientific research, or continue their studies to obtain a further academic degree Baseline 2019-2020: 69.5% Target 2023-24: 70% Target 2027-28: >75%	TMA administrative data. Numerator: # of all students employed, continuing advanced degrees' studies or research 4 years after graduating MD programme. Denominator: Total # of students graduating MD programme 4 years earlier.
Strategic Objectives	Actions / Programs		Method of Measurement/ Means of Verification
3.1. Continuous enhancement of teaching and assessment methodologies	Innovative teaching and evaluation methods have been implemented in the educational programmes Baseline 2020-21: Yes Target 2023-24: Yes Target 2027-28: Yes		TMA administrative data

	Establishment of the Curriculum Innovations in Medical Education Department (CIMED) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data		
3.5. Increased access for Georgian students and faculty to latest teaching and research resources through specialized English-language training courses for medical professionals	English courses for medical professionals established at TMA for students and faculty (Yes/No) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data		
Priority Area 4	Development of Research Component			
Responsible Departments at TMA	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● SRPHDD ● TMA Administration (ADMIN) 	<ul style="list-style-type: none"> ● FD ● LIB ● Laboratory (LAB) 		
Partner Organizations	<ul style="list-style-type: none"> ● Partner institutions in Georgia and abroad ● National and International Research Foundations 	<ul style="list-style-type: none"> ● Audit Companies 		
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI), Baselines and Targets	Method of Measurement/ Means of Verification		
4.1. Improved engagement of academic staff in research and visibility of TMA among research institutions	<table border="1"> <tr> <td>KPI</td> <td>% of academic staff engaged in research activities Baseline 2019-20: 25% Target 2023-24: 27% Target 2027-28: >30%</td> </tr> </table>	KPI	% of academic staff engaged in research activities Baseline 2019-20: 25% Target 2023-24: 27% Target 2027-28: >30%	Research Department data. Numerator: # of academic staff engaged in research activities. Denominator: Total # of academic staff and invited lecturers
KPI	% of academic staff engaged in research activities Baseline 2019-20: 25% Target 2023-24: 27% Target 2027-28: >30%			

	SI	Number of research publications with > 1 author is a core academic member of affiliated to TMA (Q1/Q2) Baseline 2019-20: 12 Target 2023-24: 17 Target 2027-28: >20	Research Department data.
	SI	A collection of TMA scientific-research publications that include interdisciplinary work and of which > 1 author is affiliated with TMA Baseline 2019-20: 0 Target 2023-24: 2 Target 2027-28: >3	Research Department Data.
	KPI	Ratio between the number of funded project and the number of publication in a top Q1/Q2 scientific publication Baseline 2019-20: 0.7 Target 2023-24: >1 Target 2027-28: >1	Research Department Data
4.2. Increase the number of the research projects granted	KPI	Number of research projects granted. Baseline 2019-20: 0 Target 2023-24: 3 Target 2027-28: >6	TMA administrative and Research Department data.
4.3. Improve TMA's investments in research activitiesI	SI	Number of research projects granted from national sources Baseline 2020: 1 Target 2023: 3 Target 2028 : 5	TMA administrative data and Research department data.

4.4 Increase external funding for research activities	SI	Number of research projects granted from EU sources Baseline 2020: N/A Target 2023: 1 Target 2028 : >2	TMA Administrative and Research Department data.
	SI	Number of research projects granted from other international sources Baseline 2020: N/A Target 2023: 1 Target 2028 : >1	TMA Administrative and Research Department data.
Priority Area 5			
Institutional Culture and CSR			
Responsible Departments at TMA	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● CPDHRD ● CIMED ● LD ● ADMIN 		<ul style="list-style-type: none"> ● SPMD ● SA ● MPRD ● CSL ● IAD
Partner Organizations	<ul style="list-style-type: none"> ● Government of Abkhazia ● Local universities (i.e. Sokhumi State University, GIPA) ● UN and international agencies ● National Centre for Disease Control and Public Health (NCDCPH) 		<ul style="list-style-type: none"> ● Centre for Drug Addiction and Mental Health ● CBOs working in TMA's priority CSR areas ● Local and international consultants engaged in facilitation of seminars and other awareness-raising activities
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets		Method of Measurement/ Means of Verification
5.1. Ensure that all students and staff have the possibility to be engaged in	KPI	Number of Institutional Culture Development Activities Baseline 2019-20: N/A Target 2023-24: 30 Target 2027-28: >50	TMA administrative data, Department of Institutional Culture Development Numerator: Number of students engaged in CSR.

<p>Institutional culture development activities and that a growing number are involved in those activities by 2027-28.</p>	<p>KPI</p>	<p>Number of staff engaged in CSR activities Baseline 2019-20: N/A Target 2023-24: 50 Target 2027-28: > 80</p>	<p>TMA administrative data, Department of Institutional Culture Development Numerator: Number of staff engaged in priority CSR.</p>
<p>5.2. Improve awareness of TMA mission values, Institutional Culture and Social responsibility commitment</p>	<p>KPI</p>	<p>Number of students of TMA who are aware about the CSR projects Baseline 2019-20: N/A Target 2023-24: 200 Target 2027-28: 600</p>	<p>TMA Students Surveys (Annual) and Department of Institutional Culture Development Numerator: number of students of TMA who are aware about the CSR projects</p>
<p>5.3. Strengthen the TMA's Institutional culture through active engagement of students, alumni and staff members in its work and attainment of the university's mission</p>	<p>KPI</p>	<p>Number of partnerships formed as a result of the CSR projects Baseline 2019-20: N/A Target 2023-24 : >10 Target 2027-28 : >20</p>	<p>TMA administrative data and Department of Institutional Culture Development Numerator: Number of new partnerships in force in the frame of the CSR projects</p>
	<p>KPI</p>	<p>% of social projects which are aligned with at least one SDG Baseline 2019-20: N/A Target 2023-24 : 100% Target 2027-28 : 100%</p>	<p>TMA administrative data and Department of Institutional Culture Development Numerator: Number of social projects aligned with one of the 17 SDGs established by the UN</p>
	<p>KPI</p>	<p>Number of students initiated cultural and social projects Baseline 2019-20: N/A Target 2023-24 : 15 Target 2027-28 : 30</p>	<p>TMA administrative data and Department of Institutional Culture Development Numerator: Number of social and cultural projects initiated by the students in the frame of academy, grants process or any others.</p>
<p>Strategic Objectives</p>	<p>Actions / Programs</p>		<p>Method of Measurement/ Means of Verification</p>

5.3. Strengthen the TMA's Institutional culture through active engagement of both current and former students and staff members in its work and attainment of the university's mission.	SI	TMA's Alumni Network strengthened and operational Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data. TMA's Alumni Network Documentation.
Priority Area 6	Sustainable Growth and Development of TMA		
Responsible Departments at TMA	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● IAD ● ADMIN ● SA 		<ul style="list-style-type: none"> ● CPDHRD ● CIMED ● FD ● DRP ● CSL
Partner Organizations	<ul style="list-style-type: none"> ● TMA Partner Universities in Georgia (GIPA, TSMU, DTMU, BAU) ● TMA Partner Universities in 13 countries ● Safemed + Consortium Partner - 8 Universities ● TMA Partner hospitals and PHC providers for clinical teaching in Georgia ● Embassies and Diplomatic Missions of foreign countries in Georgia 		<ul style="list-style-type: none"> ● Georgian American Medical and Public Health Association (GAMPA) ● Georgian International Medical and Public Health Association (GIMPA) ● UN Women ● CBOs working on Gender Equality ● Audit companies
Strategic Objectives		Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets	Method of Measurement/ Means of Verification

6.1. Expand the number of students, including foreign degree-seeking, MPH and PhD students, from 853 in 2020-21 to 1,300 by 2027-28, taking into consideration regular analysis of market surveys on employment opportunities for future graduates.	KPI	Number of students, both local and international, enrolled in MD, MPH and PhD programmes Baseline 2020-21: 853 Target 2023-24: 1,000 Target 2027-28: 1,300	TMA administrative data. Total # of students from Georgia and abroad enrolled in TMA programmes (MD, MPH, PhD) in the reporting year
	SI	% of foreign degree-seeking students Baseline 2020-21: 64.7% Target 2023-24: 70% Target 2027-28: > 70%	TMA administrative data. Number of degree-seeking students with a foreign qualifying diploma as a percentage of total number of degree-seeking students.
6.2. Expand geographic coverage of foreign students enrolled at TMA to > 15 countries, each country represented by at least 5 students, by 2027-2028 academic year.	KPI	List of countries represented by at least 5 foreign students in TMA Baseline 2020-21: 6 Target 2023-24: 10 Target 2027-28: 15	TMA administrative data
6.3. Increase engagement of academic staff in exchange programmes from 13% to > 50% by 2027-2028.	KPI	% of academic staff and invited lecturers engaged in exchange programmes Baseline 2019-20: 13% Target 2023-24: 25% Target 2027-28: 50%	TMA administrative data. Numerator: # of academic staff and invited lecturers engaged in Erasmus + or other exchange programmes. Denominator: Total # of academic staff and invited lecturers
6.4 Expand the number of international capacity building opportunities for administrative staff	KPI	Number of international capacity building opportunities for administrative staff Baseline 2019-20: 8 Target 2023-24: 25 Target 2027-28: 30	TMA administrative data. Numerator: Number of international skills/training programmes for administrative staff .

<p>6.5 Number of foreign universities engaged in deep and comprehensive partnership with TMA increased from 6 Universities to at least 20 by 2027-2028.</p>	<p>KPI</p>	<p>Number of universities in foreign countries in in deep and comprehensive partnership with TMA for staff/students' exchange Baseline 2020-21: 6 Target 2023-24: 20 Target 2027-28: >20</p>	<p>TMA administrative data</p>
<p>6.6 Expand engagement of foreign faculty members, including Georgian teachers working abroad</p>	<p>KPI</p>	<p>Number of international academic staff and visiting lecturers Baseline 2019-20: 0 Target 2023-24: 5 Target 2027-28: >5</p>	<p>TMA administrative data Numerator: Number academic staff and invited lecturers at TMA with foreign citizenship.</p>
<p>6.7. Improving clinical teaching, Including through establishment of the TMA OutPatient Clinic.</p>	<p>KPI</p>	<p>% of TMA students positively assessing clinical stage teaching Baseline 2020-21: N/A Target 2023-24: 75% Target 2027-28: >75%</p>	<p>Students' satisfaction surveys. Numerator: # of students enrolled in surveys that positively assess the indicators for the current reporting period. Denominator: Total # of students surveyed</p>
<p>Strategic Objectives</p>	<p>Actions / Programmes</p>		<p>Method of Measurement/ Means of Verification</p>

	SI	Selective-contracting in place to prioritize best-performing hospitals for clinical teaching Baseline 2020-21: No Target 2023-24: No Target 2027-28: Yes	TMA administrative data
		Establishment of the TMA OutPatient Clinic Baseline 2020-21: No Target 2023-24: No Target 2027-28: Yes	
6.8. Expanding and diversifying education programmes from MD to MPH and PhD	KPI	Highest level of academic degree awarded by TMA Baseline 2020-21: MD Target 2023-24: MPH Target 2027-28: PhD	TMA administrative data
6.10 Ensure equal rights and opportunities for all gender in line with Georgian legislation	KPI	Employment contracts with equal rights and opportunities for all gender in line with Georgian legislation Baseline 2020-21: Yes Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data

Cross-cutting Priority Area 1	Digital Transformation	
Responsible Departments at TMA	<ul style="list-style-type: none"> • DOSM • DOSPH • DSPM • CIMED • ADMIN 	<ul style="list-style-type: none"> • QAD • ITD • MPRD • LIB • SA
Partner Organizations	<ul style="list-style-type: none"> • NCEQE • Think Tanks and M&E Agencies 	<ul style="list-style-type: none"> • IT agencies working on website and mobile applications
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets	
7.1. Accreditation and implementation of TMA's stand-alone MD programme for hybrid face-to-face and on-line teaching by 2023-2024 academic year.	<p>Hybrid face-to-face and on-line MD programme operational (Yes/No) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes</p>	
7.2. > 75% of students and staff express satisfaction with the efficiency of communication and information exchange through website and mobile applications.	KPI	<p>% of students expressing satisfaction with internal communication systems Baseline 2019-20: 82.4% Target 2023-24: 75% Target 2027-28: >75%</p>
	KPI	<p>% of staff expressing satisfaction with internal communication systems Baseline 2019-20: 66.7% Target 2023-24: 75% Target 2027-28: >75%</p>
	<p>Method of Measurement/ Means of Verification</p> <p>TMA administrative data</p>	
	<p>Students' satisfaction surveys (semi-annual). Numerator: # of students enrolled in surveys that positively assess the indicator. Denominator: Total # of students surveyed</p>	
	<p>Staff satisfaction surveys (annual). Numerator: # of staff enrolled in surveys that positively assess the indicator. Denominator: Total # of staff surveyed</p>	

Cross-cutting Priority Area 2	Communication and Stakeholders' Engagement		
Responsible Departments at TMA	<ul style="list-style-type: none"> • MPRD • ITD • IAD • DRP 		<ul style="list-style-type: none"> • DCCS • CPDHRD • SA
Partner Organizations	<ul style="list-style-type: none"> • Local and international partner organizations • Association of Private Universities 		<ul style="list-style-type: none"> • Media agencies • Think Tanks and M&E Agencies
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets		Method of Measurement/ Means of Verification
8.1. Media coverage and social media engagement of TMA teaching, research and CSR initiatives increased	KPI	Media (offline and online) coverage of TMA's activities. Baseline 2020-21: N/A Target 2022 and beyond: > 12 stories a year	Media Monitoring reports
	KPI	Yearly total number of visits on key TMA's social media accounts Baseline 2019-20: N/A Target 2023-24: 150K Target 2027-28: 300K	Social Network team, Communication department Numerator: Number of visits per year on the key social media account of TMA
8.2. > 60% of applicants have learned about TMA from media, social media and/or TMA's website by 2027-2028 academic year.	KPI	% of applicants who have learned about TMA from media, including social media and official website Baseline 2019-20: 12.5% Target 2023-24: 30% Target 2027-28: >60%	Students' satisfaction surveys. Numerator: # of applicants and 1st year students who have learned about TMA from media/social media/website. Denominator: total # of applicants and 1st year students surveyed
8.3. Number of TMA's partner organizations in Georgia and abroad increased from 9 by 2020 to > 50 by 2027-28.	KPI	Number of TMA's partner organizations Baseline 2020-21: 9 Target 2023-24: 30 Target 2027-28: 50	TMA administrative data, International department CSR partner organizations and social and cultural programmes, activities

Cross-cutting Priority Area 3	Quality Transformation	
Responsible Departments at TMA	<ul style="list-style-type: none"> • TMA Leadership • BA • QAD • DOMS • DOSPH • SRPHDD • CIMED 	<ul style="list-style-type: none"> • DSPM • SPMD • IAD • DRP • FD • CSL
Partner Organizations	<ul style="list-style-type: none"> • NCEQE • External Audits • Thinks Tanks and M&E Agencies • Safemed + Consortium Partner - 8 Universities 	<ul style="list-style-type: none"> • TMA Partner Universities in Georgia • TMA Partner Universities in 13 countries • TMA Partner hospitals and PHC providers for clinical teaching in Georgia
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets	
Method of Measurement/ Means of Verification		

9.1. Internal and external QA/QI system for continuous improvement of institutional performance and staff/students' satisfaction in place and revised regularly	KPI	<p>% of departments providing their annual reports in due time and in the due framework</p> <p>Baseline 2020-21: N/A Target 2023-24: 100% Target 2027-28: 100%</p>	TMA administrative data. Quality assessment reports.
	KPI	<p>% of yearly departments' reports aligned with the TMA's Operational Plan</p> <p>Baseline 2020-21: N/A Target 2023-24: 70% Target 2027-28: 90%</p>	TMA administrative data. Annual reports from departments.
	KPI	<p>% of recommendations implemented each year by the departments</p> <p>Baseline 2020-21: N/A Target 2023-24: 100% Target 2027-28: 100%</p>	TMA administrative data. Quality assessment reports.
9.2. Prospective quality enhancement system for individual, community- and society-level assessment of teaching, research and CSR activities implemented by 2023-2024 academic year.	KPI	<p>% of internal recommendations agreed with the Quality department integrated in the departments' action framework</p> <p>Baseline 2020-21: N/A Target 2023-24: 80% Target 2027-28: 90%</p>	TMA administrative data. Quality assessment reports. Annual reports from departments.

2.3. Monitoring and Evaluation Plan for 2021-2028 SDP

The current section describes all relevant data collection and analysis processes and tools to measure whether TMA is implementing its 2021-2028 SDP according to the plan (monitoring) and if the agreed goals and objectives of SDP are met (evaluation).

TMA has identified **5 major instruments to effectively organize the complex M&E processes** for the 7-year Strategic Development Plan and **ensure that data for Key Performance Indicators (KPI) and Sub-Indicators (SI) are regularly collected, analyzed, and reported :**

1. **Review of TMA Administrative Data and Routine Statistics**
2. **Students' Satisfaction Surveys**
3. **Staff Satisfaction Surveys**
4. **Media Monitoring**, and
5. **Focus Group Discussions** for Qualitative Assessments

The M&E data collected and analyzed through the five instruments will be **used for the following purposes and audiences:**

1. **Annual Internal Audits** of TMA to review the key functional areas of the university (institutional policies, TLA processes of the education programmes, HR management, financing, logistics, communications, and information technology) and ensure their compliance with national and international higher education standards, recommendations from NCEQE/WFME and the goals and objectives of the 2021-2028 SDP.
2. **External Audit** of TMA as necessary in order to review and assess the key functional areas of the university and ensure their compliance with national and international higher education standards, recommendations from NCEQE/WFME, and the goals and objectives of the 2021-2028 SDP.
3. **Reporting to NCEQE**, including for subsequent rounds of authorization, accreditation and periodic monitoring purposes of TMA and its education programmes.
4. **Annual Reporting** on TMA performance, and progress and challenges vis-à-vis implementation of the 2021-2028 SPD.
5. **PR and Media** for reaching the public with the news about TMA activities through TV/Radio/Internet/Social channels and communication materials (TMA newsletters, booklets, etc.)

6. **TMA Leadership discussions** on the progress and remaining challenges vis-à-vis 2021-2028 SDP implementation, full-scale implementation of NCEQE/WFME recommendations and decision-making on relevant priority actions.
7. **Internal Quality Assessment/Quality Improvement** processes for ensuring regular data collection, analysis, and internal and external reporting on TMA performance.
8. **Donor Organizations**, including bi- and multi-lateral donors currently supporting education, research and/or social initiatives of TMA as well as future prospective donors/sponsors in Georgia and abroad.
9. **Partner Universities**, including the 24 partner universities of TMA in Georgia and 13 countries as well as new prospective partners in education, research, and social initiatives, and
10. **Partner Clinics**, including 37 local hospitals currently partnering with TMA for clinical teaching and new, prospective partner institutions from primary care and hospital sectors.

Five tables below summarize:

- **KPIs and SIs from 2021-2028 Strategic Development Plan** that will be monitored and evaluated by respective M&E instruments (TMA Administrative Data, Students' Satisfaction Survey, Staff Satisfaction Survey, Media Monitoring and Focus Group Discussions).
- **TMA departments primarily responsible** for the data collection, analysis, and reporting for specific indicators, as well as **contributing TMA departments** and **external partners** to be engaged in M&E activities, where relevant, and
- How the M&E data will be **used and disseminated**.

Acronyms and Abbreviations

InA	Internal Audit
ExA	External Audits
NR	NCEQE Reporting
AR	Annual Reports
PR	PR/Media
TL	TMA Leadership
IQ	Internal QA/QI
DR	Donor Reporting
PU	Partner Universities
PC	Partner Clinics

1. TMA Administrative Data/Routine Statistics – Annual

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination											
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C		
KPI	% of Georgian and Foreign students who completed an exchange programme and clinical rotations abroad	IAD	DOSM, DOSPH, SA	Partner Universities												
KPI	number of extracurricular activities (except research) that TMA is offering to students	SPMD	DSPM													
Actions	4-semester Georgian language classes for new foreign students in place (Yes/No)	SPMD	SA													
Actions	1-week orientation sessions for new foreign students in place (Yes/No)	SPMD	SA													
Actions	TMA provides inclusive environment, including adequate physical and programme infrastructure for students with disabilities (Yes/No)	SA	ITD, DOSM, DOSPH	MES, CBOs working on Inclusive Education												
Actions	TMA Students' Academy implements bi-annual rotation policy of its leadership (Yes/No)	SA														
Actions	A transparent procedures and guides in place for TMA grant applications for students' initiatives (Yes/No)	SPMD	BA, FD													

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination											
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C		
Act ion s	IRCs with external experts operational for reviewing students' grant applications (Yes/No)	ADMIN	IRCs, FD	External Experts of the Commissions												
KP I	% of academic staff holding PhD qualification	CPDHRD														
KP I	% of invited lecturers holding PhD qualification	CPDHRD														
KP I	Ratio of faculty to students	CPDHRD	QAD													
KP I	% of academic staff affiliated only with TMA	CPDHRD	QAD													
Act ion s	New HR management instruments in place, including DoL, JDs, Performance Evaluation reports and Teacher's Portfolios (Yes/No).	CPDHRD	TMA Leadership, All Departments													
KP I	% of Georgian and international students successfully graduating MD programme at TMA in 6 years	DCCS	DRP													
SI	% of Georgian students successfully graduating MD programme at TMA in 6 years	DCCS	DRP													
SI	% of international students successfully graduating MD programme at TMA in 6 years	DCCS	DRP													
KP I	% of 1 st year students dropping out of TMA	QAD	DCCS, IAD													

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination										
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C	
KPI	% of Georgian students employed, continuing advanced degrees' studies or research 4 years after graduating MD programme	DCCS	DRP, QAD	National Health Authority											
Actions	Innovative teaching & evaluation methods implemented in the educational programmes (Yes/No)	CPDHRD	DOSM, DOSPH, SRPHDD												
Actions	Establishment of the Curriculum Innovations in Medical Education Department (CIMED (Yes/No)	CPDHRD	DOSM, DOSPH, SRPHDD												
Actions	English courses for medical professionals established at TMA for students and faculty (Yes/No)	CPDHRD	DOSM, DOSPH, SRPHDD												
KPI	Number of academic staff involved in research activities	SRPHDD	CPDHRD												
SI	Number of research publications with > 1 author is a core academic affiliated to TMA	SRPHDD													
SI	Number of TMA's research publications that covers interdisciplinary work, including Art related research, with > 1 author is affiliated to TMA	SRPHDD													
KPI	Ratio between the number of funded project and the number of publication in a top Q1/Q2 scientific publication	SRPHDD													
KPI	Number of research projects granted.	SRPHDD													

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination									
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C
SI	Number of research projects granted from national sources	SRPHDD												
SI	Number of research projects granted from EU sources	SRPHDD												
SI	Number of research projects granted from other international sources	SRPHDD												
KP I	Number of Institutional Culture Development activities	SPMD	SA											
KP I	% of staff engaged in CSR activities	SPMD	SA											
KP I	Number of students of TMA who are aware about the institutional culture	SPMD												
KP I	Number of partnerships formed as a result of the CSR projects	SPMD												
KP I	% of CSR projects which are aligned with at least one SDG	SPMD												
KP I	Number of student initiated cultural and social projects	SPMD												
Act ion s	TMA's Alumni Network established and operational (Yes/No)	MPRD	CPDHRD, IAD, SA											
KP I	Number of students, both local and international, enrolled in MD, MPH and PhD programmes	ADMIN	QAD, IAD											
SI	% of degree-seeking foreign students	IAD												

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination															
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C						
KP I	List of countries represented by at least 5 full time foreign students in TMA	IAD																		
KP I	% of academic staff and invited lecturers engaged in exchange programmes	IAD	DOSM, DOSPH	Partner Universities																
KP I	Number of international capacity building opportunities for administrative staff	IAD	CPDHRD	Partner Universities																
KP I	Number of universities in foreign countries in deep and comprehensive partnership with TMA for staff and students' exchange	IAD	DOSM, DOSPH	Partner Universities																
KP I	Number of International academic staff and visiting lecturers members	IAD	CPDHRD	Partner Universities																
Act ion s	Selective-contracting in place to prioritize best-performing hospitals for clinical teaching (Yes/No)	TMA Leadership	DOSM, DOSPH, CSL, QAD																	
Act ion s	Highest level of academic degree awarded by TMA	ADMIN																		
Act ion s	Internal policies and contracts ensure equal rights and opportunities for all gender in line with Georgian legislation	CPDHRD																		
Act ion s	Hybrid face-to-face and on-line MD programme and blended courses operational (Yes/No)	TMA Leadership	DOSM, DOSPH, DSPM, CSL, EC																	

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination										
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C	
KPI	% of departments providing their annual reports in due time and in the due framework	QAD													
KPI	% of yearly departments' reports aligned with TMA's Operational Plan	QAD													
KPI	% of recommendations implemented each year by the departments	QAD	TMA Leadership												
KPI	% of internal recommendations agreed with the Quality Department integrated in the departments' action framework	QAD													
Actions	Internal and external QA/QI systems operational (Yes/No)	QAD	FD	External Auditors											
Actions	Prospective quality enhancement system implemented (Yes/No)	QAD	FD	Partner Organizations											

2. Students' Satisfaction Surveys - Annual

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners to be engaged (if applicable)	Data Use and Dissemination										
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C	
KPI	% of students satisfied with the overall quality of learning at TMA	QAD	DOSM, DOPH	Think Tanks/M&E Agencies											

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners to be engaged (if applicable)	Data Use and Dissemination								
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U
SI	% of students satisfied with quality of courses and teaching	QAD	DOSM, DOSPH, CC	Think Tanks/M&E Agencies									
SI	% of students positively assessing clinical stage teaching	QAD	DOSM, DOSPH	Think Tanks/M&E Agencies									
SI	% of students satisfied with learning resources (library, digital)	QAD	LIB	Think Tanks/M&E Agencies									
SI	% of students satisfied with Laboratory facilities	QAD	LAB	Think Tanks/M&E Agencies									
SI	% of students satisfied with linking clinical/preclinical teaching	QAD	DOSM, DOSPH	Think Tanks/M&E Agencies									
SI	% of students satisfied with Clinical Skills Labs	QAD	CSL	Think Tanks/M&E Agencies									
KP I	% of students expressing satisfaction with internal communication systems	QAD	MPRD	Think Tanks/M&E Agencies									

3. Staff Satisfaction Surveys - Annual													
Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners to be engaged (if applicable)	Data Use and Dissemination								
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U
KPI	% of TMA staff understanding TMA mission and institutional culture values	QAD	CPDHRD	Think Tanks/M&E Agencies									
KPI	% of administrative staff expressing satisfaction with his/her job and the workplace environment at TMA	QAD	CPDHRD	Think Tanks/M&E Agencies									
KPI	% of academic staff and invited lecturers expressing satisfaction with job and the workplace environment at TMA	QAD	CPDHRD	Think Tanks/M&E Agencies									
SI	% of academic staff and invited lecturers expressing satisfaction with TMA teaching resources (textbooks, library, IT resources, laboratory)	QAD	CPDHRD	Think Tanks/M&E Agencies									
KPI	% of staff expressing satisfaction with internal communication systems	QAD	MPRD	Think Tanks/M&E Agencies									

4. Media Monitoring – Annual													
Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners to be engaged (if applicable)	Data Use and Dissemination								
					I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U
KPI	Media (on-line & printed media) coverage of TMA’s activities	MPRD	TMA Leadership	Media Agencies									

KPI	% of applicants who have learned about TMA from media, including social media and official web-site	QAD	MPRD	Think Tanks/M&E Agencies										
KPI	Number of TMA's partner organizations	ADMIN	IAD	Partner Organizations										
KPI	Number of visits per year on the key social media account of TMA	MPRD	TMA Leadership											

5. Focus Group Discussions for Qualitative Assessments – Annual

Discussion Topics	Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination										
				I n A	Ex A	N R	A R	P R	T L	I Q	D R	P U	P C	
Assessment and perspectives from students on pilot projects and implemented innovations	QAD	DOSM, DOSPH, SRPHDD, SA, CIMED	Think-Tanks/M&E Agencies											
Conduct in-depth survey in case of receiving non-satisfactory results from the quantitative survey	QAD	DOSM, DOSPH, SRPHDD, SA, CIME	Think-Tanks/M&E Agencies											
Assessment and perspectives from academic staff and invited lecturers on teaching, learning and assessment innovative methods at TMA	QAD	DOSM, DOSPH, SRPHDD, CIMED	Think-Tanks/M&E Agencies											
Expectations from TMA graduates from the perspective of potential employers in health industry in Georgia and abroad	QAD	IAD, DOSM, DOSPH, SRPHDD, SA	Think-Tanks/M&E Agencies											

Discussion Topics	Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination								
				I n A	EX A	N R	A R	P R	T L	I Q	D R	P U