

DAVID TVILDIANI MEDICAL UNIVERSITY
Public Nursing College
NURSING EDUCATION
Official Academic Catalog



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Introduction & Institutional Profile

David Tvildiani Medical University (priorly recognized as the Higher Medical School 'AIETI' until 2011) launched its historical path during the 1992-1993 academic year. The vision behind its establishment emerged from an urgent requirement for international integration within higher medical science formats. It was founded during a period when the deep systemic vulnerabilities of the traditional Soviet academic space contrasted starkly with advanced Western professional models. Restructuring local medical paradigms called for a cooperative framework where educational milestones are rooted entirely in student dedication, academic excellence, and clinical validation.

Establishing a progressive medical platform presents unique options to rewrite standard educational systems. It enables an institution to prepare healthcare specialists qualified to execute the multi-layered tasks expected of tomorrow's clinical providers. Without a defined philosophical foundation, an institution risks descending into a routine processor of conventional activities; any departure from these original quality standards ultimately stalls progress across the wider regional medical domain. Therefore, fine-tuning management systems and ensuring smooth curricular execution are highly critical. Beyond the generic question of 'What to teach?' it is equally essential to formulate 'How to teach.' Driven by this strategy, the University designed its initial program, introducing a completely innovative and alternative curriculum to any platform previously active in Georgia or across the wider post-Soviet space.

The early accomplishments of alumni and the global confirmation of their performance metrics proved that focused, target-driven labor turns institutional visions into realities. The initial years were exceptionally demanding, as the country faced civil unrest, political polarization, and critical shortages of basic amenities like electricity, heating, and food supplies. Despite these extreme conditions, the academic community demonstrated remarkable resilience, directly responding to systemic difficulties by advancing teaching and learning models. The baseline philosophy of the University management remains unyielding: academic institutions must confront modern challenges through continuous development. This principle was deeply embedded into the foundation of the university during its first decade and serves as a permanent compass for subsequent generations. This has never meant a closed or purely corporate framework; the university has consistently engaged dedicated advocates who support and stand beside it to nurture new generations of medical professionals.

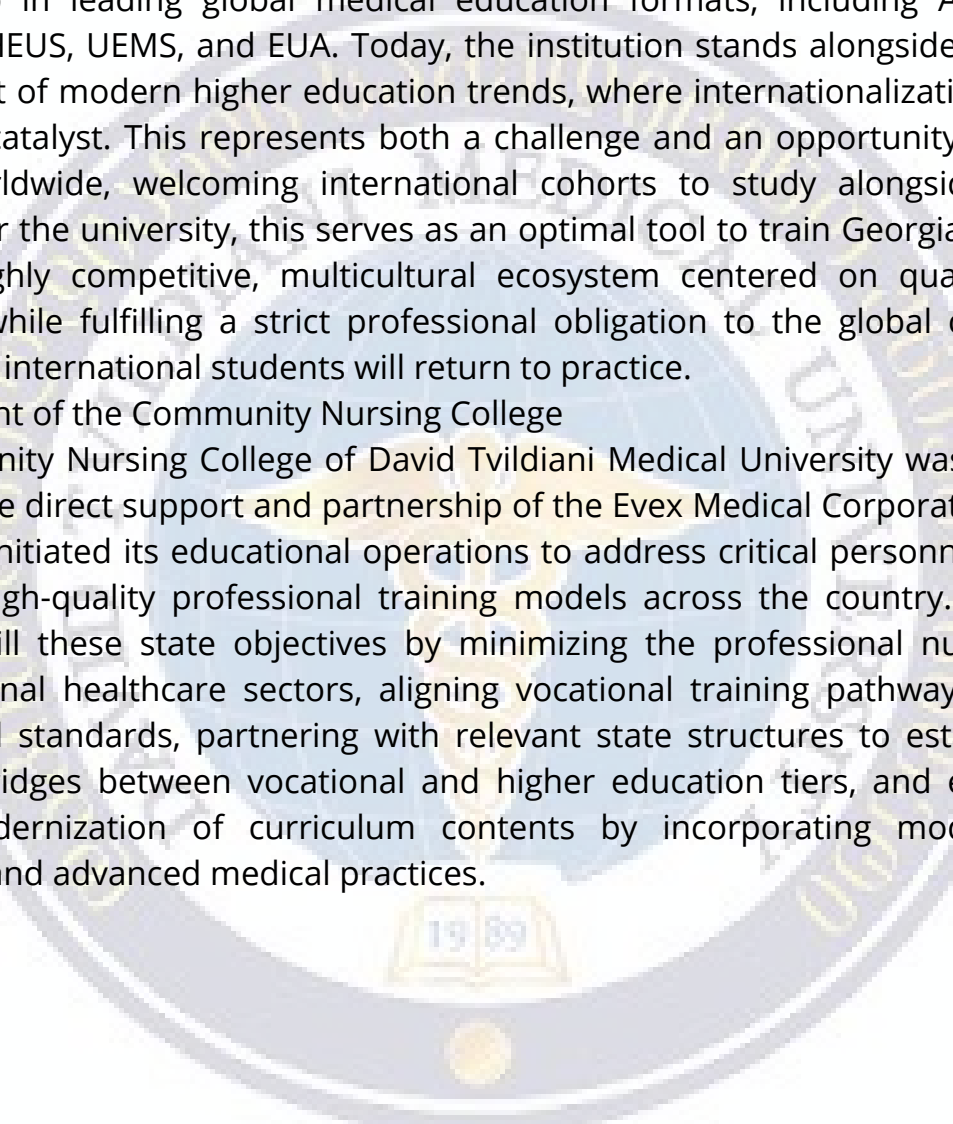
Foremost among these allies are Georgian medical facilities, scientific research institutes, and universities, whose partnership is deeply valued and preserved. Furthermore, prominent international centers—including Klaipėda University (Lithuania), Charles University in Hradec Králové, the University of Cologne, and various other global institutions—actively support students and doctoral candidates in their professional growth and career integration. The formal introduction of national authorization and accreditation processes played a transformative role in the university's subsequent evolution, allowing it to conclude its second decade with completely authorized and accredited academic tracks. By its third decade, the university secured pivotal access to EU-funded Erasmus+ (formerly Tempus) grant projects, such as ePBLnet and PACT. This brought new partnerships and required the university to fully share its accumulated research metrics and curriculum experience with interested partner universities.



The Shota Rustaveli National Science Foundation additionally established vital frameworks for evaluating local scientific research within an international expert context via competitive grant funding. Over these years, the university secured active membership in leading global medical education formats, including AMEE, AMSE, EBMA, ORPHEUS, UEMS, and EUA. Today, the institution stands alongside the state at the forefront of modern higher education trends, where internationalization serves as a powerful catalyst. This represents both a challenge and an opportunity for medical schools worldwide, welcoming international cohorts to study alongside Georgian students. For the university, this serves as an optimal tool to train Georgian personnel within a highly competitive, multicultural ecosystem centered on quality learning outcomes, while fulfilling a strict professional obligation to the global communities where these international students will return to practice.

Establishment of the Community Nursing College

The Community Nursing College of David Tvildiani Medical University was founded in 2015 with the direct support and partnership of the Evex Medical Corporation. In 2016, the college initiated its educational operations to address critical personnel shortages and build high-quality professional training models across the country. The college aims to fulfill these state objectives by minimizing the professional nursing deficit across regional healthcare sectors, aligning vocational training pathways with strict international standards, partnering with relevant state structures to establish viable academic bridges between vocational and higher education tiers, and ensuring the regular modernization of curriculum contents by incorporating modern clinical discoveries and advanced medical practices.



Core Operating Principles & Strategic Objectives

The mission of the David Tvildiani Community Nursing College is to train nurses who will be able to improve people's quality of life, regardless of their gender, ethnic background, or religious beliefs. The institution fulfills its mission based on the following principles:

- The college promotes individual professional development and employment.
- Training qualified, competitive personnel tailored to the labor market.
- Creating a system of learning-enterprise partnership in the field of vocational education.
- The participation of relevant field employers in the process of planning and implementing educational programs.

Vision

Through education and training based on international standards, we help students develop skills to promote physical and spiritual health throughout their professional lives. By 2025, David Tvildiani Medical University Community Nursing College is a leading educational institution in the nursing field, possesses local and international partners, actively popularizes the field, and promotes gender issues and the social well-being of nursing professionals.

Values

The core values of the college are:

- A holistic and patient-centered approach to patient care.
- A liberal attitude regardless of gender, race, or religious denomination.
- Orientation toward quality.
- Observing principles of mutual respect in patient care.
- Observing principles of social equality during both education and practical activities.



Working Principles

- Continuous improvement of the quality of teaching and learning.
- Increasing the college's role at national, regional, and international levels.
- An individual approach to every student.
- Special emphasis on educational practice during the learning process; innovation, leadership, advocacy.
- A comfortable learning environment.
- Motivated teachers.
- Organizational culture.
-



Goals

- Training competitive nurses in Georgia who meet international standards.
- Promoting career growth and maximizing consideration of employer requirements.
- Developing leadership qualities in students.
- Pedagogical refinement of staff.
- Approbating innovative teaching methods and implementing them into the educational process.



Objectives

- Promoting the participation of pedagogical staff in appropriate programs to upgrade their qualifications.
- Continuously replenishing and updating electronic databases of medical learning information and the book fund.
- Cooperating with professional associations at both local and international levels.

Interested individuals, in case of successfully passing the state-organized vocational testing, are given the opportunity to obtain the status of a college student and, if desired, participate in projects offered by the college's partners.

Partner projects entail obtaining funding if the student wishes, practical student internships, and employment in accordance with ranking rules and student ratings.

The college's partners are well-known entities in the Georgian medical market: "Medical Corporation Evex", the Municipal Hospital of Pirmasens (Federal Republic of Germany), and Klaipėda University Hospital (Lithuania).

Fields of Potential Employment for Graduates

The employment fields of nursing education include:

- In all medical institutions:
 - Inpatient clinics
 - Outpatient clinics
 - Diagnostic centers
 - Primary healthcare facilities
 - Rehabilitation centers
 - Aesthetic centers
 - Emergency care centers
 - Ambulance emergency centers
- In various institutions:
 - Home care/patronage
 - Boarding houses (children's homes, shelters, nursing homes)
 - Palliative care centers
 - Educational institutions
 - Preschool education institutions
 - Food facilities
- In healthcare organizations:
 - Ministry of Health

About the Vocational Educational Program

- Title: Nursing Education / Nursing
- Awarded Qualification: Higher Vocational Qualification in Nursing
- Language of Instruction: Georgian
- Program Aim: Within the framework of the program, the vocational student acquires theoretical and clinical skills on the basis of which they will successfully fulfill the professional role and functions of nursing education, taking into account the core values, ethical, and legal aspects of nursing, which in turn ensures their formation as a competitive nurse responsible for general care in the local and international market.
- Admission to the Program: Persons with a full general education can join the program in accordance with the test results organized under the Decree of the Minister of Education and Science of Georgia "On Approval of the Rules and Conditions for Enrollment in a Vocational Program", and according to the rules for obtaining, suspending, and terminating student status, mobility, as well as recognition of education received during the study period.

Structure, Modules

- The program volume for Georgian-speaking students is 180 credits.
- The number of working weeks for Georgian-speaking students is 123.
- The program volume for non-Georgian-speaking students is 210 credits.
- The number of working weeks for non-Georgian-speaking students is 144.
- 1 credit = 25 hours (academic hours).
- Classes are held every day except weekends.

Nursing Education — General		
General Modules		
No	Module Title	Credit
1	Information Technologies in Nursing	2
2	Communication in Nursing	2
3	Foreign Language in Nursing	5
Total		9

Theoretical Training – Basic Sciences		
No	Module Title	Credit
1	Histology	2
2	Biochemistry	4
3	Microbiology	4
4	Anatomy-Physiology	10
5	Pathology (Pathanatomy-Pathophysiology)	4
	Total	24
Theoretical Training – Nursing		
No	Module Title	Credit
1	Principles of Dosing in Nursing	4
2	Pharmacology	5
3	Terminology and Documentation in Nursing	2
4	Fundamentals of Infection Control	2
5	Fundamentals of Gerontology and Geriatrics	3
6	Fundamentals of Nursing Management of Surgical Patients	6
7	Fundamentals of Nursing Management of Therapeutic Patients	7
8	Fundamentals of Nursing Management of Emergency Patients	3
9	Fundamentals of Nursing Management of Patients in Critical Condition and Anesthesia	5
10	Fundamentals of Nursing Management of Obstetric and Gynecological Patients	2
11	Pediatrics and Adolescents	3
12	Mental Health and Psychiatry	3
	Total	45

Theoretical Training — Social Sciences		
No	Module Title	Credit
1	Principles of Nursing Practice in Various Types of Medical Institutions	1
2	Legal Aspects in Nursing	3
3	Fundamentals of Nursing Management	2
Total		6
Vocational Modules — Practical Training (Possible both at the institution and in a clinic)		
No	Module Title	Credit
1	Patient Care	4
2	Home Care	2
Total		6
Vocational Modules – Clinical Training		
No	Module Title	Credit
1	Clinical Practice – Nursing Management of Surgical Patients	11
2	Summary Clinical Practice – Nursing Management of Surgical Patients	6
3	Clinical Practice – Nursing Management of Therapeutic Patients	11
4	Summary Clinical Practice – Nursing Management of Therapeutic Patients	6
5	Clinical Practice – Nursing Management of Emergency Patients	10
6	Summary Clinical Practice – Nursing Management of Emergency Patients	5
7	Clinical Practice – Nursing Management of Patients in Critical Condition	12
8	Summary Clinical Practice – Nursing Management of Patients in Critical Condition	4
9	Clinical Practice – Nursing Management of Obstetric and Gynecological Patients	6
10	Summary Clinical Practice – Nursing Management of Obstetric and Gynecological Patients	3
11	Clinical Practice – Pediatrics and Adolescents	7

12	Summary Clinical Practice – Pediatrics and Adolescents	
13	Clinical Practice – Mental Health and Psychiatry	3
14	Summary Clinical Practice – Mental Health and Psychiatry	3
	Total	90

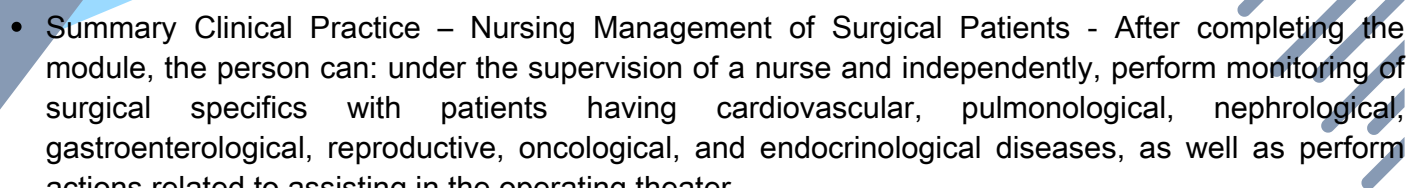

The graduate can:

- 1. Assess the patient's health status.**
- 2. Carry out the nursing management of a therapeutic patient.**
- 3. Carry out the nursing management of a surgical patient.**
- 4. Carry out the nursing management of an emergency patient.**
- 5. Carry out the nursing management of a patient in critical condition.**
- 6. Carry out the nursing management of a perioperative patient.**
- 7. Carry out the nursing management of an obstetric and gynecological patient.**
- 8. Carry out the nursing management of a pediatric patient.**
- 9. Implement and ensure the provision of home care services.**
- 10. Implement and ensure the nursing management of a geriatric patient.**
- 11. Plan and implement the evaluation of their own practice and care quality.**

- Communication in Nursing - After completing the module, the person can: explain the essence of interpersonal communication, demonstrate verbal, non-verbal, written communication, and presentation skills.
- Information Technologies in Nursing - After completing the module, the person can: understand computer architecture, operating systems, and connecting peripheral devices to the internet network; communicate via email; prepare presentations; prepare text documents; and process data using spreadsheets.
- Foreign Language in Nursing - After completing the module, the person can: read and understand simple information in a foreign language; understand simple auditory information; carry out oral communication on simple daily routine matters; understand and handle simple personal correspondence; read and understand a simple text related to the profession; and correctly perceive auditory information.
- Histology - After completing the module, the person can: explain the fundamentals of histology, basic histological techniques, the cell and its structure, and the composition and structure of epithelial, connective, muscular, and nervous tissues.
- Biochemistry - After completing the module, the person can: describe the biochemical essence of medicine, cell membrane functions, transport systems, acid-base balance, the structure and metabolism of carbohydrates and lipids, the structure and metabolism of amino acids and proteins, nucleic acids and nucleotides, vitamins and minerals, the nature and clinical significance of water and electrolytes, blood chemistry, pH and blood buffers, and immunological biochemistry.
- Microbiology - After completing the module, the person can: describe the basic principles of microbiology, microbiological and serological diagnosis, immune system pathologies, issues of immunoprophylaxis and immunotherapy, bacteria affecting human health, mechanisms of viral infections, and fundamental issues of fungal infection processes.
- Anatomy - Physiology - After completing the module, the person can: explain the basic principles of anatomy and physiology, the structure and function of the musculoskeletal, nervous, sensory organs, endocrine, cardiovascular, hematological, respiratory, digestive, urinary, lymphatic, immune, and reproductive systems.
- Pathology (Pathanatomy-Pathophysiology) - After completing the module, the person can: describe pathological processes occurring during cell and tissue damage, disorders of fluid volume and hemodynamics, autoimmune diseases, infectious and parasitic diseases, sepsis, digestive system diseases, obesity and diabetes, cardiovascular and respiratory, urinary, endocrine, and nervous system diseases.

- Principles of Dosing in Nursing - A quantitative literacy module that serves as a helpful prerequisite for thoroughly mastering subsequent modules, such as the fundamentals of pharmacology in nursing. Based on the essential nature of entrepreneurship, the module is studied together with quantitative literacy.
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- Pharmacology - After completing the module, the person can: describe the basic principles of pharmacology, the action of medication on the human body, medications acting on the cardiovascular system, medications used during pain, inflammatory processes, and infection, medications for treating chronic diseases, and medications used in psychiatric patients.
-
- Medical Terminology and Documentation in Nursing - After completing the module, the person can: explain the meaning of Georgian and Latin medical terminology and documentation.
-
- Fundamentals of Infection Control - After completing the module, the person can: explain standard safety measures, decontamination of tools and equipment, disinfection-sterilization, prevention of nosocomial infections, safe infection practices when carrying out nursing tasks, and taking isolation restrictive measures.
-
- Fundamentals of Gerontology and Geriatrics - Discussion of the basic principles of nursing management of geriatric patients and studying their specifics. Placing the patient in the ward based on the specifics of the nosology, monitoring them in dynamics, knowing potential complications, and intervening within competence boundaries based on the nursing diagnosis. Knowing age-related peculiarities and adapting them to the patient's condition.
-
- Fundamentals of Nursing Management of Surgical Patients - After completing the module, the person can: explain anatomy, physiology, pathology, microbiology, radiology, the surgical specifics of cardiovascular, pulmonological, nephrological, gastroenterological, reproductive, oncological, and endocrinological diseases, important aspects of organ and tissue transplantation, and healthy life management aspects.
-
- Fundamentals of Nursing Management of Therapeutic Patients - After completing the module, the person can: explain the specifics of cardiovascular, infectious, pulmonological, nephrological, gastroenterological, hematological, neurological/sensory organs, oncological, rheumatological, and endocrinological diseases.
-
- Fundamentals of Nursing Management of Emergency Patients - After completing the module, the person can explain the following issues: basic principles of nursing management of emergency patients at the pre-hospital level ; first aid during traumas at the pre-hospital and hospital levels; definition of first aid other than traumas at the pre-hospital and hospital levels ; and field and hospital triage during mass casualty incidents.
-
- Fundamentals of Nursing Management of Patients in Critical Condition and Anesthesia - After completing the module, the person can: explain the hemodynamic monitoring of critically ill patients, explain the management of patients in critical condition who have cardiovascular, pulmonological, neurological, gastrointestinal, or urinary diseases, or pathology of the integumentary system, explain the nursing actions to be taken during admission to and discharge from intensive care, intra- and inter-hospital transfers, and documentation.

- Fundamentals of Nursing Management of Obstetric and Gynecological Patients - Discussion of the core principles of nursing management of gynecological patients and studying their specifics. Placing the patient in the ward based on the specifics of the nosology, observing them in dynamics, knowing possible complications. Intervening within the framework of competence based on the nursing diagnosis.
-
- Pediatrics and Adolescents - After completing the module, the person can: explain the International Act on the Rights of the Child, core and essential principles of newborn care, various diseases in relation to the issue, and age-specific characteristics.
-
- Mental Health and Psychiatry - After completing the module, the person can: describe the principles of psychiatric field activities, assessment of a psychiatric patient, therapeutic communication and various treatment methods, management of schizophrenia and diseases running with mood disorders, neurotic and stress-related diseases, describe addictology, and explain diseases involving sexual and eating disorders.
-
- Principles of Nursing Practice in Various Types of Medical Institutions - After completing the module, the person can: explain the history of the profession's development and structures of the modern healthcare system, arrangement of a medical institution, structure, and healthcare financing mechanisms.
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- Legal Aspects in Nursing - After completing the module, the person can: explain the main provisions of international human rights protection in the sphere of health care, legislation active in the healthcare sphere of Georgia, and the rights and duties of a patient.
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- Fundamentals of Nursing Management - After completing the module, the person can: explain the basic principles of nursing management, nursing education, and professional development.
-
- Patient Care - After completing the module, the person can: explain the fundamental principles of patient care, aspects of basic physiological care, qualitative and safe methods of patient care, and aspects of psychological care.
-
- Home Care - Teaching the module aims at the full collection of the patient's history of illness and anamnesis. Creating a safe environment for patients and manipulations to be performed under home care conditions, assessing risk factors for the patient and recording them, and maintaining continuous communication with family members.
-
- Clinical Practice – Nursing Management of Surgical Patients - After completing the module, the person can: under supervision, monitor the surgical specifics with patients having cardiovascular, pulmonological, nephrological, gastroenterological, reproductive, oncological, or endocrinological diseases, as well as perform actions related to assisting in the operating theater.

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- Summary Clinical Practice – Nursing Management of Surgical Patients - After completing the module, the person can: under the supervision of a nurse and independently, perform monitoring of surgical specifics with patients having cardiovascular, pulmonological, nephrological, gastroenterological, reproductive, oncological, and endocrinological diseases, as well as perform actions related to assisting in the operating theater.
 -
 - Clinical Practice – Nursing Management of Therapeutic Patients - After completing the module, the person can: under supervision, monitor cardiovascular, infectious diseases, pulmonological, nephrological diseases, gastroenterological diseases, hematological diseases, neurological/sensory organs diseases, oncological diseases, rheumatological diseases, endocrinological diseases, and age-related changes in the elderly.
 -
 - Summary Clinical Practice – Nursing Management of Therapeutic Patients - After completing the module, the person can: under supervision and independently, monitor the specifics of cardiovascular, infectious, pulmonological, nephrological, gastroenterological, hematological, neurological, sensory organs, oncological, rheumatological, endocrinological, and general diseases.
 -
 - Clinical Practice – Nursing Management of Emergency Patients - After completing the module, the person can: under supervision, define and identify the risks of the incident site and the area of safe action at the pre-hospital level ; identify and manage primary emergency care at the pre-hospital level (trauma); under supervision, identify and manage first aid at the hospital level (except traumas) ; assign a triage category at the hospital level; and establish triage at the field, pre-hospital level.
 -
 - Summary Clinical Practice – Emergency Patient Nursing Management - After completing the module, the person can: with and without supervision, define and identify the risks of the incident site and the area of safe action at the pre-hospital level ; identify and manage primary emergency care at the pre-hospital level (trauma); under supervision, identify and manage first aid at the hospital level (except traumas) ; assign a triage category at the hospital level ; and establish triage at the field, pre-hospital level.
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 - Clinical Practice – Nursing Management of Patients in Critical Condition - After completing the module, the person can: under supervision, carry out monitoring and observation of patients in critical condition with various diseases, and participate in assisting during anesthesia.
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 - Summary Clinical Practice – Nursing Management of Patients in Critical Condition - After completing the module, the person can: under supervision and independently, manage and observe patients in critical condition with various diseases, and assist during anesthesia.
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- Clinical Practice – Nursing Management of Obstetric and Gynecological Patients - After completing the module, the person can: under supervision, assess and manage the antenatal period, act in the labor block, perform nursing intervention in the postnatal period department, and provide nursing care to a newborn.
 -
 - Summary Clinical Practice – Nursing Management of Obstetric and Gynecological Patients - After completing the module, the person can: with and without supervision, assess and manage the antenatal period, act in the labor block, carry out nursing intervention in the postnatal period department, and provide nursing care to a newborn.
 -
 - Clinical Practice – Pediatrics and Adolescents - After completing the module, the person can: under supervision, implement core and essential principles of newborn care, and manage various diseases in relation to age.
 -
 - Summary Clinical Practice – Pediatrics and Adolescents - After completing the module, the person can: with and without supervision, implement core and essential principles of newborn care, and manage various diseases in relation to age.
 -
 - Clinical Practice – Mental Health and Psychiatry - After completing the module, the person can: under supervision, assess a psychiatric patient; use therapeutic care methods ; manage a patient with schizophrenia and based on observation, identify diseases running with mood changes ; based on patient observation, identify and nursing-manage neurotic and stress-related diseases ; and carry out nursing management of an addictological patient, and a patient with sexual and eating disorder diseases.
 -
 - Summary Clinical Practice – Mental Health and Psychiatry - After completing the module, the person can: under supervision and independently, assess a psychiatric patient ; use therapeutic care methods; manage a patient with schizophrenia and based on observation, identify diseases running with mood changes ; based on patient observation, identify and nursing-manage neurotic and stress-related diseases ; and carry out nursing management of an addictological patient and a patient with sexual and eating disorder diseases.
 - Both recommended textbooks provided by the National Center for Educational Quality Enhancement and foreign literature and textbooks are used in teaching.
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The educational process is led by qualified vocational education teachers and leading specialists. Also, the institution has a clinical simulation skills laboratory equipped with high-tech facilities.

Various forms are used in the learning process:

- **Interactive lectures**
- **Bedside teaching**
- **Internet**
- **Practical classes in a clinical environment**
- **Use of simulators and models**
- **Presentations and others**

Theoretical training takes place on the basis of the school , while practical skills are studied at the following clinical bases:

- **LLC "Unimedi Kakheti - New Children's Clinic"**
- **LLC "M. Iashvili Children's Central Hospital"**
- **LLC "Unimedi Kakheti - Tbilisi Referral Hospital"**
- **LLC "Caucasus Medical Center"**
- **LLC "Iv. Bokeria Hospital"**
- **LLC "Regional Hospital"**
- **If necessary, all medical institutions included in the network of JSC "Medical Corporation Evex".**

Learning Outcomes

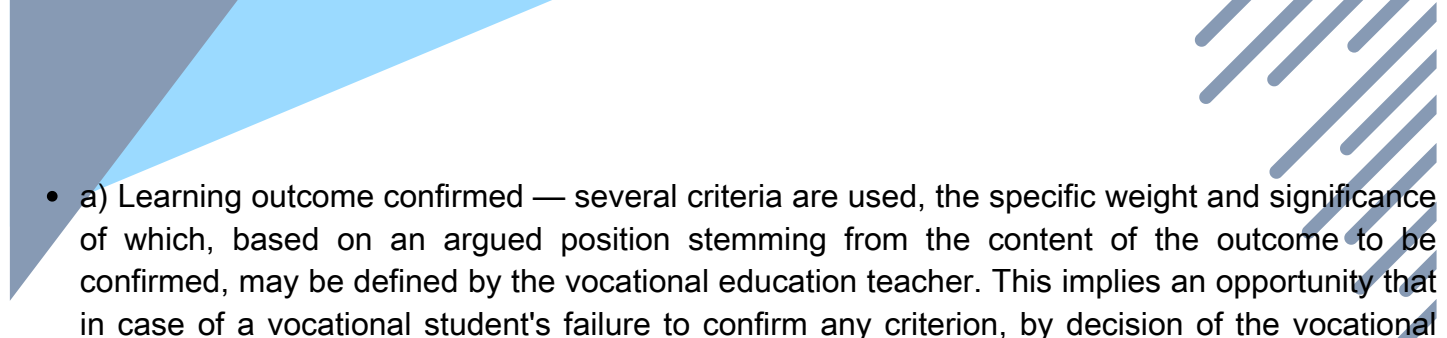
1. Assess the patient's health status.
2. Carry out the nursing management of a therapeutic patient.
3. Carry out the nursing management of a surgical patient.
4. Carry out the nursing management of an emergency patient.
5. Carry out the nursing management of a patient in critical condition.
6. Carry out the nursing management of a perioperative patient.
7. Carry out the nursing management of an obstetric and gynecological patient.
8. Carry out the nursing management of a pediatric patient.
9. Implement and ensure the provision of home care services.
10. Implement and ensure the nursing management of a geriatric patient.
11. Plan and implement the evaluation of their own practice and care quality.

Assessment of the Vocational Student's Knowledge

In the process of assessing a student, competency-based assessment is used, which means an approach to evaluating the achievement of learning outcomes where the assessment process is entirely focused on confirming the achievement of learning outcomes ; the so-called non-differentiated approach, which implies full confirmation of the learning outcome and is evaluated as follows: "Learning outcomes confirmed" or "Learning outcome not confirmed".

Formative and summative assessment are used by the institution in the educational program. Formative assessment measures the degree of assimilation of the learning outcomes of modules and the existing potential for further learning. Formative assessment motivates the vocational student and ensures high engagement in the subsequent educational process. The result obtained during formative assessment is only of a developmental nature and is not reflected in the final assessment result. The process of formative assessment is a kind of preparation for summative assessment.

Summative assessment serves the final evaluation of an achieved learning outcome or a combination of outcomes in accordance with the performance criteria defined by the module. A differentiated assessment approach is used during summative assessment, and by its nature, it is the final evaluation of a specific learning outcome or learning outcomes. All outcomes stipulated by the educational program are confirmed by summative assessment. A 100-point assessment system is used in the process of summative assessment, namely: summative assessment considers the use of a system based on pass principles (based on the confirmation of competencies) and, accordingly, allows the following two types of assessment:


- 
- a) Learning outcome confirmed — several criteria are used, the specific weight and significance of which, based on an argued position stemming from the content of the outcome to be confirmed, may be defined by the vocational education teacher. This implies an opportunity that in case of a vocational student's failure to confirm any criterion, by decision of the vocational education teacher, the module/outcome may be considered confirmed. The vocational student might not be informed about the specific weight of criteria to avoid learning only the issues with high specific weight.
 - b) Learning outcome not confirmed.


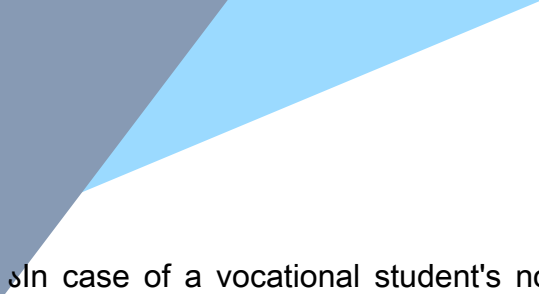
In case of receiving a "not confirmed" evaluation:

- The vocational student has the right to retake the outcome within one week from the completion of the module;
- In case of repeated failure to confirm, the student can retake the outcome one week prior to the start of the next semester and/or the prerequisite module/outcome (at the time defined by the institution);
- In case of receiving a "not confirmed" evaluation again, if confirmation of the outcome/module represents a prerequisite for the next module, the vocational student will not be able to take the module/modules for which the failed module represents a prerequisite, and they are obliged to retake the module and receive an appropriate assessment.
- In case of a vocational student's non-appearance at the time appointed for the first retake of an outcome, an assessment of 0 is recorded in the relevant exam sheet, which means non-confirmation of the outcome, and the vocational student is given an opportunity to use the right of repeated confirmation.

To confirm a modular program, all modules stipulated by the program must be positively evaluated; within the framework of a module, all learning outcomes corresponding to the module are positively evaluated and the relevant credit is awarded.

For the achievement of each learning outcome of a module during evaluations of a vocational student, it is necessary that in the instrument used in the learning outcome (in case of more than one assessment instrument, by the arithmetic mean of the instruments), the student scores : Not less than 75%, except for the general modules of the same program, for the confirmation of which the minimum competence threshold is 51%. In clinical training modules, to confirm the learning outcome of the nursing process and nursing manipulations, they must receive an evaluation of not less than 75% in the instrument(s) included in it, at least 20 times.





In case of a vocational student's non-appearance at the time appointed for a retake due to an excused reason, which is confirmed by evidence and/or the notification to the institution is made before the time appointed for the retake and/or during the course of the retake, exceptional cases may be allowed by the institution.

In case of receiving a "not confirmed" evaluation in the theoretical part of a module/outcome, the student can retake the module/outcome through independent work, while recording the same evaluation in the practical part implies an obligation to repeatedly pass the module/outcome with the help of a vocational education teacher, for which a fee is defined by the institution, and it must not exceed the hourly remuneration of the vocational education teacher.



The assessment of a vocational student is conducted in different environments: in the classroom, at the workplace, or in a simulation laboratory resembling a workplace.

The following main directions are used when assessing a vocational student: observation of the process; product/result; inquiry (academic - cognitive, creative, analytical skills).

A vocational student has the right to bring a grievance regarding the received assessment no later than 3 working days from getting to know it and request:

- In case of written work, its review and change of assessment;
- In case of a practical task/case study/simulation, checking the use of the assessment instrument;
- A grievance against an assessment received by using oral questions as an assessment instrument will cause a repetition of the outcome assessment procedure with the content and volume established by the learning department.

On the basis of a vocational student's grievance, the review of assessment results, the assessment instrument, and criteria will happen with the participation of the learning department, the vocational student, and the vocational education teacher; by consent of all participants, neutral person(s) may be invited from both the vocational student's and the institution's side. During the review of a grievance related to assessment, all unsubstantiated circumstances not confirmed by evidence must be resolved in favor of the student. The final decision regarding a vocational student's grievance is made by the head of the learning department — concerning satisfaction of the grievance and/or refusal of satisfaction.



Assessment Instruments in Competency-Based Learning

Assessment instruments target one, two, or all three types of assessment:

- Observation of the vocational student's performance
- Assessment of the vocational student's products
- Assessment of cognitive/cognitive skills

1. Case Study

A case study consists of a description of an event that reflects a real situation. This is followed by a series of instructions that task the student, as an individual observer of events, to analyze the case or situation, by drawing conclusions, making decisions, or indicating directions of action. Performing such a task is possible both by an individual vocational student and by small groups working together. Here, the process of explanation itself, making decisions, and drawing a conclusion by the vocational student is important. To evaluate the result of a case study, a list of criteria, a so-called "checklist", has been created by the college, which will measure the quality of the performed work and the competence of the vocational student. Case studies provide means for assessing and developing problem-solving and decision-making skills. They are especially favorable when setting up a real situation is difficult, and the time allocated for learning is limited.

2. Multiple-Choice Questions

This type of task consists of two parts: the premise, formulated in the form of a question or an incomplete statement (core data), and answer options. There are usually 4 or 5 alternative answers, from which the student must choose the correct option. Finally, answers are compared against the test key, and points are counted according to the correct answers.

Student Assessment Guide for Modular Vocational Educational Programs.
National Center for Educational Quality Enhancement.

2. Multiple-Response Questions

Multiple-response questions are a variation of multiple-choice questions, during which several of the given possible answers are correct. The student can choose any of them or a combination of several; the vocational student must also be informed about how many options they can choose. Because such questions can be answered in multiple ways, they are more complex than multiple-choice questions.

3. Oral Questions

Oral questions are usually similar to questions containing limited answers. The form and content of the answer may be limited, but the questions certainly give the student a means of self-expression. The professionalism of the vocational education teacher conditions the correct assessment of the vocational student, as there is no single correct answer.

4. Oral Exams

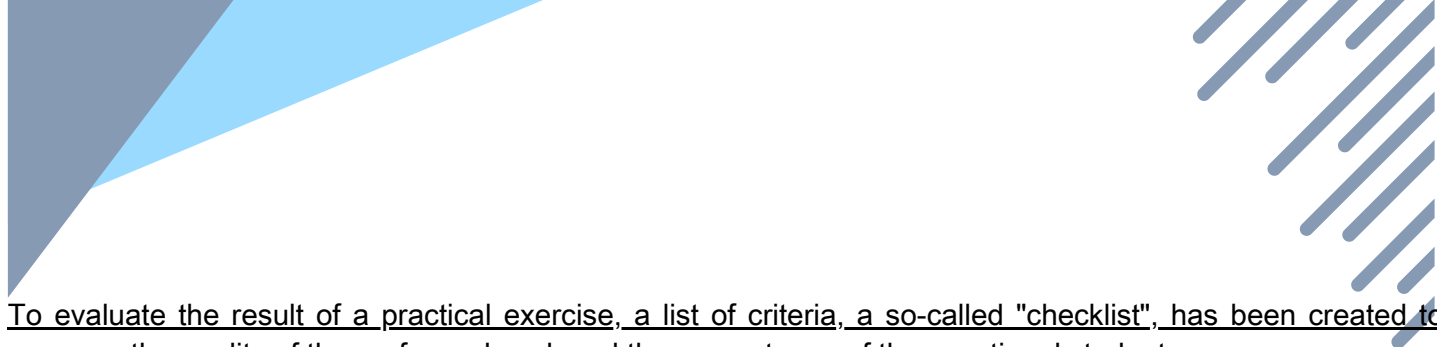
An oral exam is conducted to check the verbal communication skill of a vocational student. Oral tests may take the form of a presentation prepared by the vocational student on a selected topic, followed by a discussion with the assessor. The student is required to convey information and views. They may describe personal experiences. Both individual and group inquiry of students is permissible with this instrument. To evaluate oral exam results, a list of criteria has been created to measure the quality of performed work and the vocational student's competence.

5. Project

A diverse piece of work/research directed toward solving a specific problem, completed within a certain timeframe. Students work individually or in groups. They perform a significant part of the work independently, although the assessor guides the work to a certain extent. In many cases, the assessor indicates the topic or a short description. During searching and research, the assessor gives direction to students and suggests information sources. More time is allocated for a student to complete a project. To evaluate a project, a list of criteria has been created to measure the quality of performed work and the vocational student's competence.

6. Practical Exercise

A practical exercise consists of any activity/occupation that allows the student to directly manifest their own technical and/or behavioral skills. The assessment may depend on the final result, evidence (product), or the activity performance process. A combination of both options is permissible. In some modules, demonstrating a practical skill may show that students can use the knowledge needed to demonstrate competence. In another module, knowledge might not clearly manifest as a result of performance. In such cases, an additional assessment like an inquiry (asking questions) may become necessary to promote the process of observing the skill.



To evaluate the result of a practical exercise, a list of criteria, a so-called "checklist", has been created to measure the quality of the performed work and the competence of the vocational student.

7. Role-Play

During role-plays, situations are presented to students, often a problem or an incident, to which they must react by fitting into a specific role — as opposed to analyzing a situation where the vocational student is a passive observer. A preliminary rehearsal might not have been undergone, or the individual may simply be briefly introduced to the role to be played. Such assessments are more open and human-centered than simulations. To evaluate the result of a role-play, a list of criteria, a so-called "checklist", has been created to measure the quality of the performed work and the competence of the vocational student.

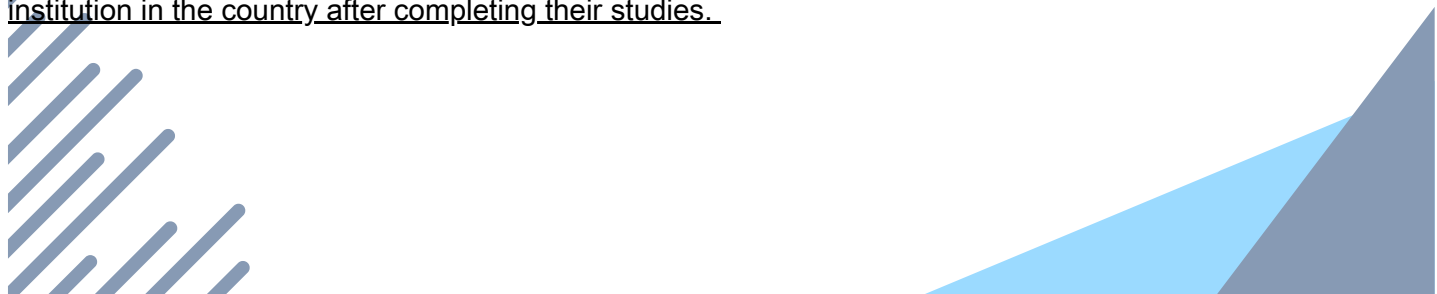
8. Simulation

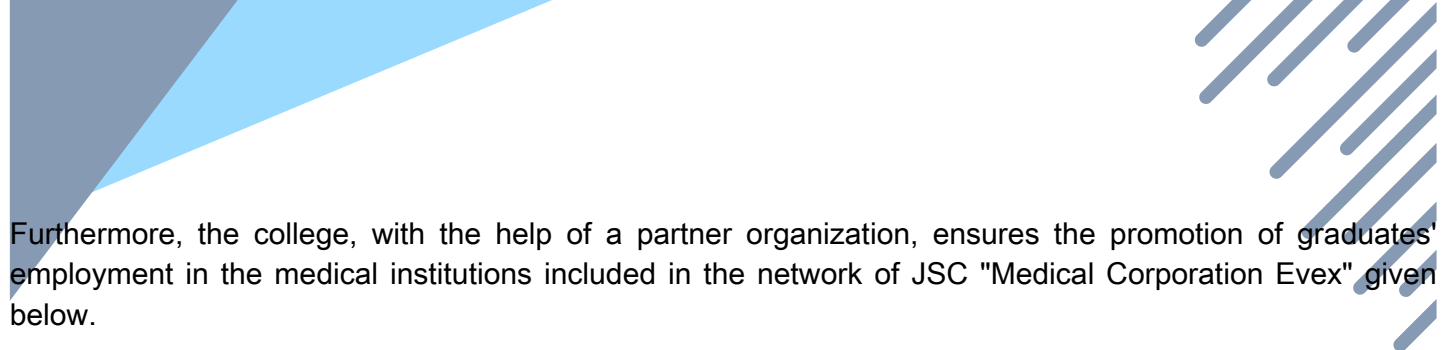
A simulation is a practical exercise. It maximally resembles the work to be performed at a real workplace. A simulation has its corresponding goal. Its goal is to create a product and organize the creation process. The vocational student is actively involved in a simulation. The result of a vocational student in a simulation depends on their active participation in it. For a simulation exercise to be effective, the simulation environment conditions and the work to be performed must maximally resemble a real situation. A simulation differs from a role-play; unlike a role-play, a simulation is connected with one specific action. The goal of a simulation is to check behavioral, analytical, and decision-making skills in a real environment. To evaluate the result of a simulation, a list of criteria, a so-called "checklist", has been created to measure the quality of the performed work and the competence of the vocational student.

9. Presentation

A presentation is the process of presenting the results of a completed practical or theoretical project. A presentation is often conducted in a public speaking format, and a wide audience may attend it in addition to the assessors themselves. To evaluate the result of a presentation, it is necessary to create a list of criteria, a so-called "checklist", which will measure the quality of the performed work and the competence of the vocational student. Insofar as a presentation implies presenting a completed project, its use for assessing a vocational student's knowledge and skills is possible only after the student has accumulated enough experience to implement the project. Accordingly, the presentation of a practical project is implemented at the end of a semester or educational program, whereas presenting a theoretical project represents an adequate form of assessment even after completing theoretical/introductory courses.

The awarded fifth-level qualification in nursing education allows the student to be employed in any licensed institution in the country after completing their studies.





Furthermore, the college, with the help of a partner organization, ensures the promotion of graduates' employment in the medical institutions included in the network of JSC "Medical Corporation Evex" given below.

Awarding Qualifications

A vocational student is awarded the "Higher Vocational Qualification in Nursing Education" on the basis of acquiring all credits stipulated by the program and the results of a qualification exam. A vocational student is admitted to a qualification exam only in case of fully confirming the outcomes stipulated by the program and acquiring the corresponding credits.


A qualification exam is a written exam consisting of summarizing, integrated, open, and closed test tasks of the knowledge received within the framework of the vocational educational program. Moreover, for the purpose of awarding a qualification, the vocational student must cross a 75% threshold in the qualification exam.

The qualification exam and its organization may be implemented by the college and/or, in case of an appropriate agreement and cooperation, by independent field (not only nursing) associations. In case of a qualification exam organized by the college, evaluation of results is implemented by a one-time commission created by a decree of the director, the members of which cannot be representatives of the college and/or vocational teachers of the college.

In case of a qualification exam organized by the college, the number of qualification commission members cannot be less than 3 members and more than 7 members. Moreover, commission members must be: 2 specialists in the field, 2 representatives of the college's founding organization, 2 representatives of partner employer organizations, and 1 representative of a professional association. The qualification commission is competent in case of appearance in full composition.

Additional issues of organizing a qualification exam organized by the college—namely, regarding the creation of the qualification commission, its members, members' recusal, and/or notification deadline about the impossibility of appearing at the appointed time, the date, duration, and number of test tasks of the qualification exam—are defined by a director's decree no later than 3 months before the qualification exam date, about which vocational students and qualification commission members are notified.

In the current period, awarding a qualification is implemented by an examination commission based on studying the vocational student's portfolio and reviewing a so-called "case" in the form of an examination topic. Will come into force after achieving an agreement with the professional association and the exam topics bank, and the provision of appropriate legislative regulations by the state.



In case of organizing a qualification exam by a field association, the association is responsible both for the exam's compliance with the program and for its confidentiality and running in an appropriate environment. Informing a vocational student about conducting and organizing the qualification exam, evaluation, and results, as well as reviewing a vocational student's grievance, will be regulated by an agreement signed between the parties and taking into account the association's internal regulations.

Issuance of Diploma/Certificate

To obtain a vocational qualification, a student must accumulate all credits stipulated by compulsory modules: general, theoretical training - basic sciences, theoretical training - nursing, theoretical training - social sciences, vocational/field modules - practical training, and vocational/field modules - clinical training, and pass the qualification exam, on the basis of which the college issues a diploma certifying the Higher Vocational Qualification in Nursing.


Upon request of a vocational student, the college issues a diploma supplement concerning evaluations of modules passed by the vocational student and the awarded credits.

In case of failing to satisfy the prerequisites for awarding a vocational qualification, a person may be given a document certifying passing modules and the corresponding evaluations — a certificate.

For the Education of Students with Special Educational Needs (SEN) and Disabilities

If necessary, an individual learning plan will be developed by the college for a vocational student with special educational needs, which will be based on the vocational educational program/module and represents its modification (qualitative or quantitative change of learning outcomes to be achieved) and/or accommodation (change in teaching and assessment approaches without changing the learning outcomes to be achieved) and, accordingly, will specify the additional educational service needed for a vocational student with special educational needs.

The individual learning plan is used as a guide for implementing the educational process of a vocational student with special educational needs. Within the framework of the individual learning plan, the formative assessment of a vocational student with special educational needs is implemented in relation to individually defined learning outcomes to be achieved, whereas the final assessment and awarding credits happen in relation to the requirements of the educational program/module.



Employer Partners

After completing your studies, you are given an opportunity to be employed in the largest hospital network across the country.

Regional Hospitals:

- Chkhorotsku Hospital (Chkhorotsku District, 19 Aghmashenebeli St.)
- Khobi Hospital (Khobi, 2 Chkondideli St.)
- Martvili Hospital (Martvili District, 111 Mshvidoba St.)
- Tsalenjikha Hospital (Tsalenjikha, 6 Churgulia St.)
- Abasha Hospital (Abasha District, 141 Tavisupleba St.)
- Tskaltubo Hospital (Tskaltubo, 16 Eristavi St.)
- Tkibuli Hospital (Tkibuli, Tabukashvili St. №10, adjacent area)
- Khoni Hospital (Khoni, Solomon the Second St., №21)
- Akhmeta Hospital (Rustaveli St., Sports Hall territory)
- Kvareli Hospital (Kvareli, Chavchavadze St. "Nabaghrebi")
- Keda Hospital (Keda small town, 14 Rustaveli St.)
- Shuakhevi Hospital (Shuakhevi small town, 32 Rustaveli St.)
- Khulo Hospital (Khulo, 1 Aghmashenebeli St.)
- Kobuleti Hospital (Kobuleti, 18 Abashidze St.)
- Ninotsminda Hospital (Ninotsminda, 48 Tavisupleba St.)
- Adigeni Hospital (Adigeni small town, 11 Balakhashvili St.)
- Akhalkalaki Hospital



Employer Partners

After completing your studies, you are given an opportunity to be employed in the largest hospital network across the country.

Polyclinics:

- Batumi Polyclinic (Batumi, 20 Selim Khimshiashvili #20)
 - Didi Dighmi Polyclinic (Tbilisi, 16 Petritsi St.)
 - Zugdidi Polyclinic (Zugdidi, 1 M. Kostava St.)
 - Didube Polyclinic (Tbilisi, 141a Akaki Tsereteli Ave.)
 - Saburtalo Polyclinic (Tbilisi, 40 Vazha-Pshavela Ave.)
 - Varketili Polyclinic (Tbilisi, 30 Javakheti St.)
 - Gldani Polyclinic (Tbilisi, Gldani 1st micro-district, adjacent to the Cartographic Factory)
 - Mtatsminda Polyclinic (Tbilisi, 3 Vekua St.)
 - Isani Polyclinic (Tbilisi, 69 Ketevan Tsamebuli St.)
 - Kutaisi Polyclinic (Kutaisi, 9/11 P. Iashvili St.)
 - Chakvi Medical Center (Chakvi, T. Mephe St. 40, adjacent area)
 - Telavi Polyclinic (Telavi, 15 Gia Arenishvili St. / Giorgiashvili 3, 15)
 - Poti Polyclinic (Poti, 6 Gamsakhurdia St.)
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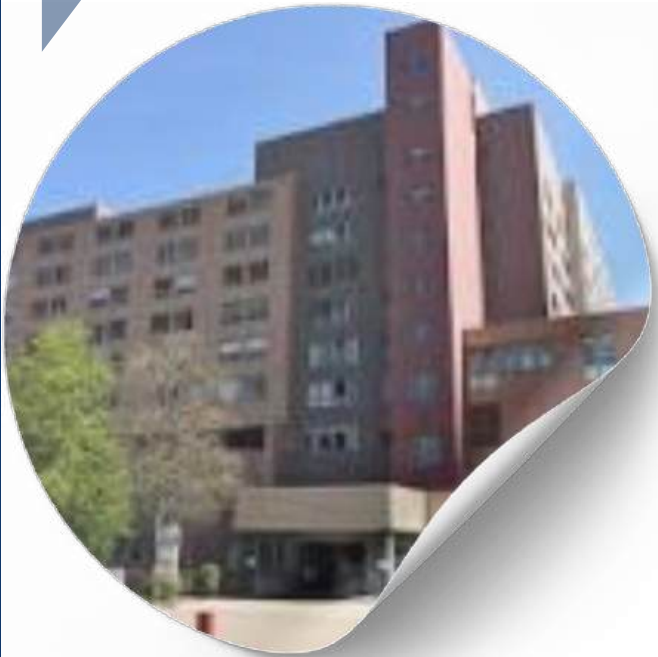
Employer Partners

The college also collaborates with the clinics listed below:

- American Hospital Tbilisi
- Open Heart - University Hospital
- Mardaleishvili Medical Center
- Bokhua Memorial Cardiovascular Center
- VIVO Medical Group
- Center for Mental Health and Prevention of Addiction
- Guga Sikharulidze Mental Health Research Center



Employer Partners



David Tvildiani Medical University Community Nursing College has been cooperating since the 2018-2019 academic year with the Municipal Hospital of Pirmasens, Federal Republic of Germany. Interested persons, on the basis of an interview with hospital representatives, are given an opportunity to obtain the status of a college vocational student and receive funding from the German partner.

In case of awarding a qualification and confirming knowledge of the German language (B2), vocational students can start working at the hospital in the position of an assistant nurse, in accordance with the requirements established by the Federal Republic of Germany prior to qualification recognition; after recognition of the qualification and diploma, and in case of successfully passing a theoretical and practical exam initiated and organized by the hospital, they can become a practicing nurse in the Federal Republic of Germany with the Pirmasens Municipal Hospital.



External Initiation - Modification of the Program Framework Document

In 2016-2018, within the framework of external initiation, JSC Medical Corporation Evex developed a new program framework document "Nursing Education", according to which today all nursing colleges across Georgia implement the said program. Moreover, this program must become the basis of those legislative modifications that ensure the opportunity for program graduates to continue their studies at the higher education stage, develop, and achieve career success. Vocational education teachers of David Tvildiani Medical University Community Nursing College were actively involved in the working group of the said project.

Internships for Students with High Academic Performance at a Foreign Partner Clinic

Taking into account the assessment system established by the college, every year (since 2018), a group of vocational students (not more than 5 vocational students) is determined to travel to Klaipėda University Hospital in Lithuania for a one-month "observational" visit. Upon completion of the visit, vocational students receive an appropriate certificate.



WSD PROGRAM

Program for the Development of Vocational Skills in Schoolstudents

Since 2017, D. Tvildiani Nursing College successfully implemented (prior to the pandemic) the "Program for the Development of Vocational Skills in Schoolstudents" in 5 public schools, with the course "The Essence of the Nurse's Profession and its Fundamentals". According to 2019 data, up to two hundred schoolstudents were given an opportunity, within the framework of private and public partnership, to master practical skills and various manipulations in nursing, and get to know the working environment.



Other Public Activities of the Institution: Charity
Father Andria Foundation

David Tvildiani Medical University Community Nursing College is annually involved in a charity
campaign for the Father Andria Foundation.



Non-Governmental Organization of Persons with Disabilities "Anika" Tvildiani College and the non-governmental organization of persons with disabilities "Anika" jointly implement a course for children with disabilities: "The Nursing Profession and its Essence". Twelve participants from the Youth Day Center of "Anika" take the course completely free of charge and share the knowledge and experience of the college's specialists.



President's Visit to the Nursing College

In June 2019, within the framework of the national policy of vocational education and the strategic plan, the President of Georgia, Mrs. Salome Zourabichvili, visited the college. The purpose of the visit was to raise awareness about vocational training, discuss current innovations and challenges, study student employment perspectives, and resolve issues related to labor market demands.

During the visit, the President inspected the college facilities, met students, answered their questions, and took an interest in the compliance of the educational program and its implementation with employer requirements. In addition, vocational students demonstrated their skills in a modeled environment through simulation and presented working processes.



Cooperation with "American Hospital Tbilisi"

David Tvildiani Nursing College cooperates with American Hospital "Tbilisi", which is one of the leading medical institutions in the country. This cooperation offers students a valuable opportunity to obtain practical experience in a real clinical environment alongside experienced medical professionals. Along with theoretical knowledge, college students perfect their practical skills.



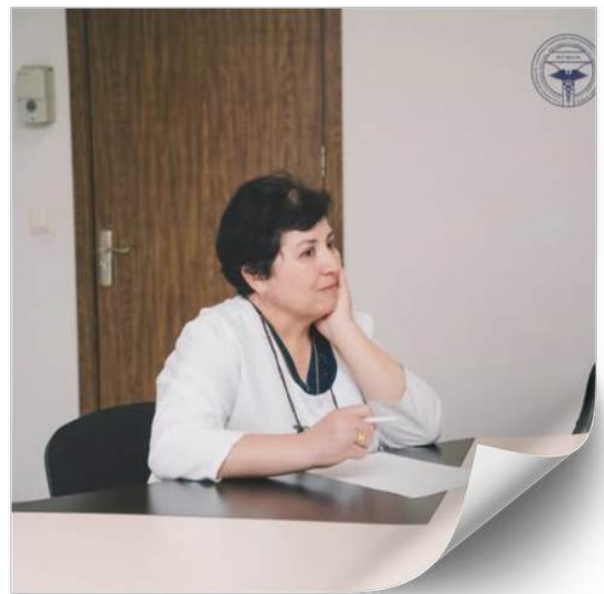
International Recognition and Securing a Grant

In 2024, LLC "David Tvildiani Medical University Community Nursing College" became a winner of the Democracy Commission Small Grants Program of the United States Department of State. The project presented by the college — "Education and Training of Nurses in Georgia for Improvement of Community Mental Health Service" — earned a high evaluation from international experts. The main objective of the project is to upgrade the quality of mental health services in the country through systematic training and qualification development of nursing personnel. The initiative provides for implementing modern standards and strengthening nurses' professional competencies in the mental health direction. To ensure the successful implementation of the project, a memorandum of cooperation was signed with relevant partner organizations. This achievement represents an international recognition of the college's academic capabilities and social responsibility.



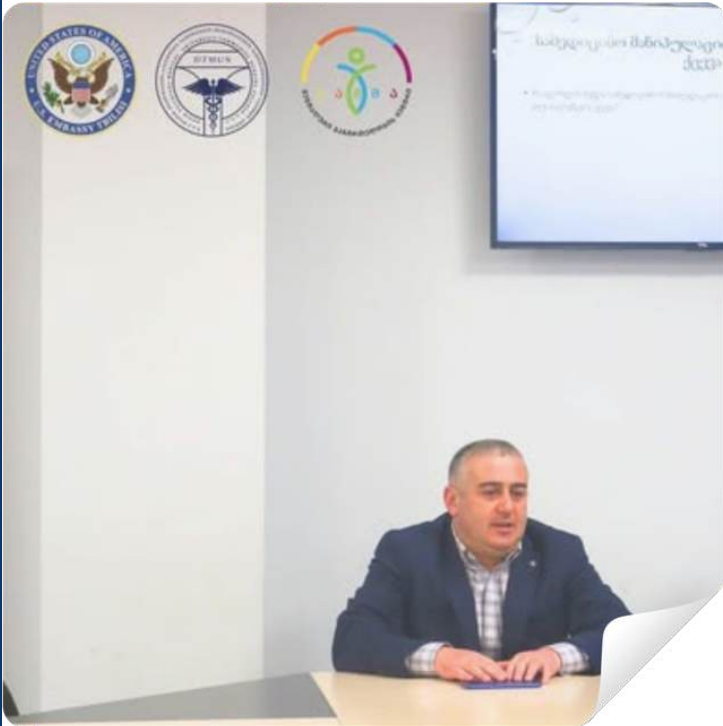
"Education and Training of Nurses in Georgia for Improvement of Community Mental Health Service"

Within the framework of the project, the first intensive training session was implemented for the nursing personnel of "Mardaleishvili Medical Research Center". The goal of the training was the systematic strengthening and development of the participating nurses' professional competence in the mental health direction. The learning program included modern approaches and practical skills essential for the effective activity of nursing personnel working in the mental health sphere. The training session represents an important stage in the consistent implementation of the project and a concrete step taken toward improving the quality of relevant services.



"Education and Training of Nurses in Georgia for Improvement of Community Mental Health Service"

Within the framework of the project, the second intensive training session of priority training was successfully implemented for the nursing personnel of "Mardaleishvili Medical Research Center". The learning module is organized through the joint cooperation of LLC "David Tvildiani Medical University Community Nursing College" and the "Mental Health Center Gamma", which ensures an optimal synthesis of both academic knowledge and clinical experience. The training session represents an important stage in the consistent implementation of the project and is directed toward the systematic development of the nursing personnel's professional skills.



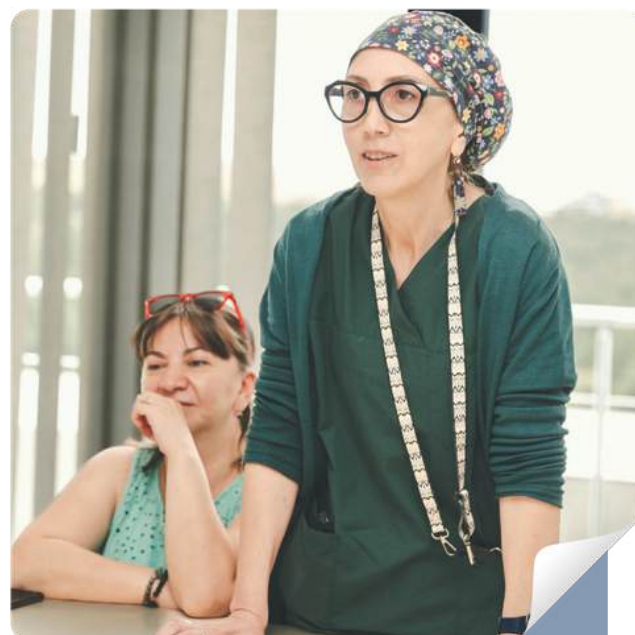
"Education and Training of Nurses in Georgia for Improvement of Community Mental Health Service"

Within the framework of the project, the fifth intensive training session on the topic: "Neurobiological Disorders" was successfully implemented for the nursing personnel of "Mardaleishvili Medical Research Center". The training module is organized through the joint cooperation of LLC "David Tvildiani Medical University Community Nursing College" and the "Mental Health Center Gamma".

The session was led by Ia Lominashvili — Master of Psychology (MA), behavior therapy supervisor. The teaching was conducted in an interactive regime, in accordance with modern standards, which promotes the practical application of theoretical knowledge. The project is implemented with the support of the Embassy of the United States of America.



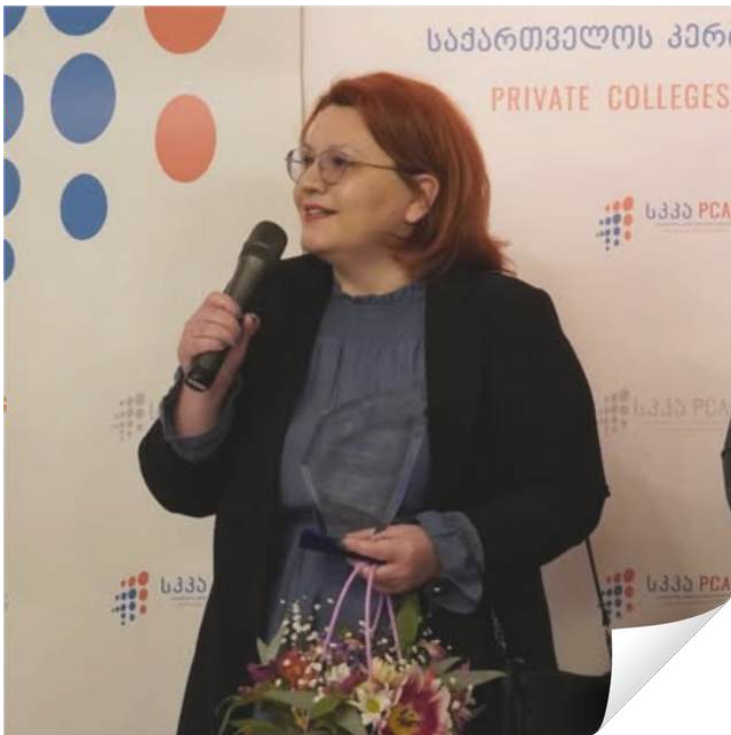
"Education and Training of Nurses in Georgia for Improvement of Community Mental Health Service"
Within the framework of the project implemented with the support of the Embassy of the United States of America, the training program of priority training for the nursing personnel of "Mardaleishvili Medical Research Center" was successfully completed. The training module was organized through the joint cooperation of LLC "David Tvildiani Medical University Community Nursing College" and the "Mental Health Center Gamma". After the successful completion of the program, all participants were awarded a certificate confirming the acquisition of new professional competencies in the mental health sphere and the successful passing of the course.



2 Recognition for Contribution to Nursing Education

On March 7, 2025, organized by the Georgian Private Colleges Association, a corporate event — "Triumph of Professionals" — was held, in which representatives of the association's member colleges participated. Within the framework of the event, heads of nursing programs of colleges were awarded for their exceptional contribution to nursing education and professional achievements.

The college notes with pride the success and special recognition achieved in the professional community by the head of the nursing program, Nata Khmaladze.



Professional Orientation and Cooperation between Educational Institutions

Within the framework of cooperation between LLC "David Tvildiani Medical University Community Nursing College" and LEPL "Alexandre Tsintsadze Public School N150", an orientation meeting was held for graduating class students. At the meeting, a successful graduate of the college introduced students to the specifics of the nursing profession, professional development perspectives, and peculiarities of practical activity. Within the framework of the interactive part of the event, students were given an opportunity to perform first aid medical manipulations on a model, which promoted a better understanding of the practical aspects of nursing activity.



International Experience: Observation Course at a Lithuanian University Hospital
Outstanding students of LLC "David Tvildiani Medical University Community Nursing College" (DTMU Public Nursing College), with funding from the college, completed an observation course in Lithuania, at the University Hospital located in the city of Klaipėda.

The said program represents an important direction of the college's international cooperation and aims at promoting students' professional development through gaining international experience and studying modern medical practice. Within the framework of the observation course, students were given an opportunity to get to know nursing services corresponding to European standards, witness modern clinical processes, and share experience with international colleagues. This initiative once again confirms the college's commitment to students' professional perfection and highlights the importance of the international aspect of quality education.



Professional Orientation: Meeting with Graduates of the Green School

Within the framework of cooperation between LLC "David Tvildiani Medical University Community Nursing College" and the Green School, an orientation meeting was held for graduating class students. The goal of the event was to provide students with comprehensive information about the nursing profession, introduce them to professional development perspectives, and present the educational programs existing at the college.

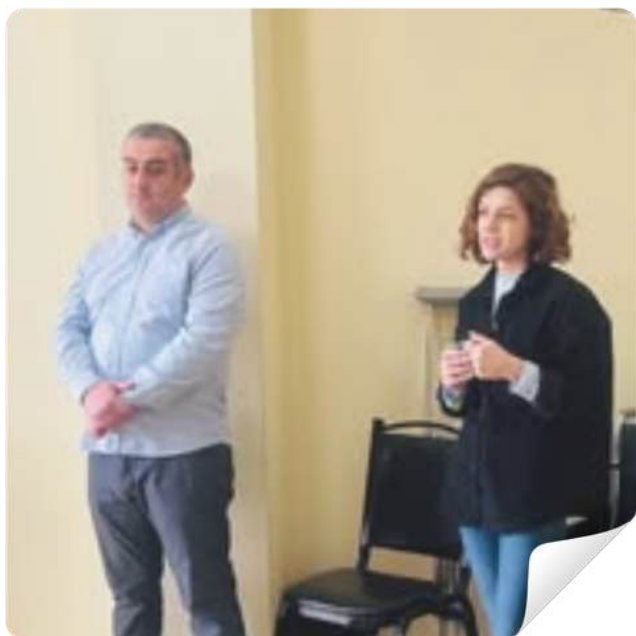
The meeting ran in an interactive regime, which allowed students to ask questions and receive comprehensive answers about the vocational program "Nursing Education" and get detailed information about career opportunities in this profession. Such orientation meetings play an important role in the process of young people choosing their career path and help them make an informed choice.



Communication Skills and Associated Challenges when Working with Patients with Disabilities and Autism Spectrum Disorders

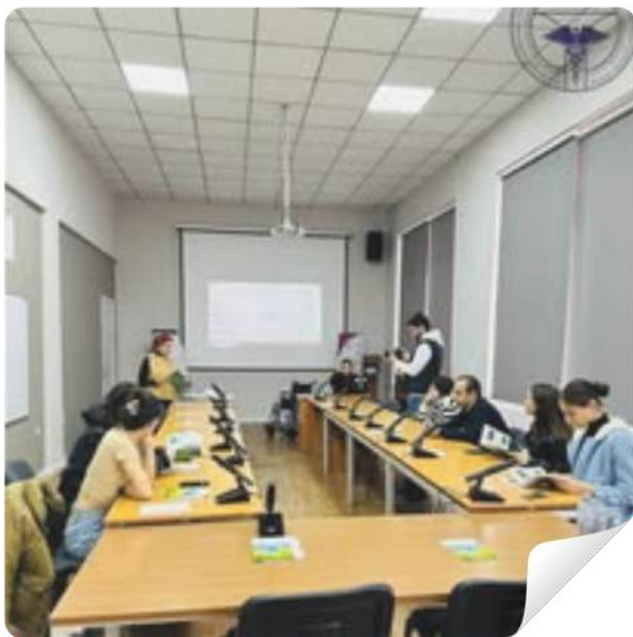
With funding from the Vocational Skills Agency, within the framework of the project implemented through the cooperation of LLC "David Tvildiani Medical University Community Nursing College", Association "Anika", and Mental Health Center "Gamma", the first lecture for students was held today. Prior to starting the training, representatives of partner organizations introduced students to the communication-related challenges that persons with disabilities face when receiving medical services.

The three-month training program includes both theoretical and practical teaching and aims at preparing nursing education students to conduct correct communication with patients having disabilities and autism spectrum disorders. The program ensures equipping future medical personnel with an inclusive approach, which is essential for receiving quality healthcare services.



Project Partners:

- Vocational Skills Agency (Skills Agency Georgia)
- Association "Anika" (Association Anika)
- Mental Health Center "Gamma" (Mental Health Center Gamma)



Practical Training at Association "Anika": Applying Theory to Practice

Within the framework of the project "Communication Skills and Associated Challenges when Working with Patients with Disabilities and Autism Spectrum Disorders", college students visited Association "Anika". The meeting included both theoretical and practical components, which allowed students to get to know the specifics of working with persons with disabilities in a real environment and implement the principles of using an inclusive approach in practice.

The college thanks the partner organizations — the Vocational Skills Agency (Skills Agency Georgia), Association Anika, and Mental Health Center Gamma — for their active participation and support in implementing this important project.



Our Graduates

Graduates of the Community Nursing College of David Tvildiani Medical University successfully pursue their professional activities in the country's leading medical institutions.

The college graduates are employed in both private and public medical facilities, where they successfully apply the knowledge and skills acquired at the college. Their professional achievements and service to society demonstrate the high quality and value of the education received at the college.

The college is proud of its graduates' professional success and continues to support their career development. Our graduates are the college's best ambassadors and a source of inspiration for future generations.

Our Mission is to raise competent, modern-standard nursing personnel who will contribute to the development of the country's healthcare system.



