

LLC "David Tvildiani Medical University Community Nursing College"



Strategic Development Plan 2026-2032

Report on the 2018-2025 Strategic Development Plan

The past decade for the Community Nursing College of David Tvildiani Medical University was a period of institutional stabilization, market positioning, and the development of a quality culture. This report reflects the main stages passed, achievements made, and challenges encountered by the college, which served as the foundation for the next strategic cycle.

Results Achieved Within the Framework of the Strategic Plan:

- The institution successfully passed both the initial authorization and subsequent unplanned re-authorizations or scheduled monitoring processes. The recommendations of the experts from the National Center for Educational Quality Enhancement (EQE) were fully implemented, which confirmed the institutional operational readiness.
- We not only implemented the nursing program but also actively participated in its transformation and reshaping. Training modules were modified and refined, with active involvement from the college's vocational teaching staff. The program was tailored to respond to modern challenges, as well as to fulfill commitments under various international or association agreements.
- The college manages to provide and constantly upgrade training-simulation spaces, which ensure the safe mastery of clinical skills by students. The base is highly recognized by experts and employers alike.
- Long-term strategic memoranda have been signed with leading multi-profile clinics. The college has gained high trust in the healthcare sector, resulting in a large portion of graduates occupying leading, including managerial, positions (chief nurses, department head nurses, etc.).

Existing Challenges

Despite these successes, the 10-year operational period revealed the following systemic challenges:

- **The attrition rate of professional students and other barriers in the local market:** While in the initial years of operation, the college's high quality and infrastructure justified a tuition fee higher than the market average—which was a barrier for interested applicants and consequently affected attrition rates—following the introduction of state funding in vocational education, public attitudes and stereotypical perceptions toward vocational education remain a challenge. This manifests in incorrect expectations regarding the workload and means of achieving outcomes at the initial stage, and at a later stage, in an imbalance between the intellectual and time resources required from a professional student to achieve proper results versus the actual financial remuneration of the work performed on the labor market. Despite active cooperation with the state to change these approaches and perceptions, this area still requires effort using both private and public resources and mutual cooperation.
- **The need for internationalization:** In recent years, a clear demand has emerged for an English-medium program for both Georgian and international students. This is driven by the accelerated development of the field on one hand, and the ongoing transitions within

the country on the other—particularly the acquisition of international accreditations by local service-providing clinics, the local healthcare system’s focus on medical tourism development, expectations surrounding state regulations and licensing conditions for the profession to boost competitiveness, and the desire of individuals to obtain international licenses that can subsequently be recognized in Georgia.

- **Legislative dynamics:** The vocational education reform has altered authorization standards and introduced different approaches to entry and career development for vocational teachers. This requires modification of the institution's management model, pedagogical retraining of teachers, and the mobilization of financial resources to sustain these processes.

Summary

Despite the aforementioned challenges, the 10-year strategic plan is deemed successfully completed. The college has reached institutional maturity and earned a reputation as a "foundry" for high-quality personnel. This provides a legitimate basis to move to a new stage of development and introduce English-medium certificate preparation/retraining programs, as well as non-formal educational preparation courses for international licensing exams, ensuring further positioning in local and global markets.

Strategic Development Plan 2026-2032

The 7-year Strategic Development Plan of LLC "David Tvildiani Medical University Community Nursing College" is the core document governing the college's operations. It was created in alignment with the Vocational Education Development Strategy, featuring the active involvement of institutional staff, vocational teachers, students, and partners, while incorporating both local and international experience. The plan defines the institution's mission, role, and position within vocational education, its long-term vision, core values, strategic goals, objectives, and the methods and means to resolve them. The college's Strategic Development Plan is a public document designed to share the institution’s future initiatives and development prospects with all stakeholders.

The present Strategic Development Plan represents the logical continuation of the institutional experience, high reputation, and partnership relations accumulated over the past 10 years since the establishment of the institution.

While the new strategy is built upon the college's 2018-2025 Strategic Development Plan, it actively responds to a new phase of growth reached by the institution through undergoing authorization and monitoring processes.

The document fully complies with the amended, refined, and improved legislative acts and regulations in the field of vocational education, ensuring the complete compatibility of the college's operations with national authorization standards. The primary focus of the strategy is directed toward the implementation of upgraded educational programs, in the development of which the institution itself was actively involved.

The strategic plan focuses on development, enhancing existing achievements, introducing and implementing innovations, optimizing the educational process to the maximum extent, and promoting vocational education within society.

Mission, Vision, Values

Mission

The mission of the Community Nursing College of David Tvildiani Medical University is to provide high-quality, student-centered vocational education in the field of nursing in accordance with international standards. The institution prepares competitive, ethical, and highly qualified nursing personnel who meet the challenges of the global and national healthcare sectors. The college promotes the realization of the lifelong learning principle and the popularity of vocational education.

Vision

The college is a nationally recognized vocational educational institution characterized by a high culture of quality assurance, modern training-simulation and overall learning environments, and a high rate of graduate employment in leading partner clinics.

Values

- Academic Integrity and Quality
- Student-Centeredness and Equality
- Responsibility and Public Accountability
- Innovation and Continuous Development
- Internationalization and Multiculturalism

SWOT Analysis (Planning Tool)

S – Strengths

- High level of trust earned in the employment market and high graduate employment rates.
- Modern material-technical and simulation base satisfying contemporary standards, offering a safe learning environment.
- Highly qualified, loyal, and motivated human resources.
- Institutional care and support for the professional development of staff.
- Solid partnerships established with leading medical clinics.
- Existing institutional experience in international cooperation.

W – Weaknesses

- Low awareness among some employers regarding the true value of vocational education.
- Lack of diverse grant programs.

- Limited marketing capabilities to attract a larger pool of students/listeners.
- High attrition rates among employed professional students.
- Shortage of applicants wishing to become vocational teachers.
- Higher tuition fees compared to the general market average.
- Financial vulnerability of local professional students.
- The need for retraining a portion of vocational teachers in pedagogical and bilingual (English-medium) competencies.

O – Opportunities

- Cooperation with domestic, high-quality, multi-profile medical institutions focused on medical tourism development, which would enable financial support for local students and ensure their subsequent guaranteed employment.
- Cooperation with relevant administrative bodies to integrate digital and distance/hybrid learning methods, aiming to create a legislative base that expands regional access to at least portions of the program, facilitates international experience-sharing, and ultimately makes the program cost-effective and financially viable for both professional students and donor organizations.
- Refinement of student services, career guidance, and extracurricular activities (sports, culture).
- Systemic research into staff needs and targeted qualification enhancement.
- Attracting international students and increasing financial sustainability by introducing English-medium programs.
- High demand in local and international markets for short-term certified training/retraining programs (e.g., caregiving, first aid, specialized nursing fields).
- A growing number of individuals from Georgia and regional countries seeking international nursing licenses (e.g., NCLEX, other European licensing exams), which creates a market for non-formal preparatory courses.

T – Threats

- Rapid pace of technological changes.
- Changing demands of the labor market.
- Frequent legislative amendments.
- Forced, rapid pace of ongoing reforms and new authorization requirements in vocational education.
- Migration trends in the labor market leading to a deficit or outflow of qualified/bilingual personnel.
- Global or country-wide force majeure situations (states of emergency) that disrupt operational processes.
- Strict or volatile regulations in the process of recognition/certification for non-formal education and short-term programs.

Strategic Goals

- **Strategic Goal 1:** Increasing College Competitiveness, Career Guidance, and Promotion

- **Strategic Goal 2:** Development of the College's Material, Informational, and Financial Resources
- **Strategic Goal 3:** Development of the Internal Quality Assurance System and Legislative Compliance
- **Strategic Goal 4:** Expansion of Clinical Partnerships and Support for Professional Student/Listener Services
- **Strategic Goal 5:** Internationalization and Development of Vocational Programs

Strategic Actions and Implementation Matrix (2026-2032)

Strategic Goal 1. Increasing College Competitiveness, Career Guidance, and Promotion

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
<p>1.1. Conducting career guidance information campaigns to raise the prestige of the nursing profession in society.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Plan of events regarding vocational education and the profession itself; • At least 1 event conducted for each annual intake; • Applicati 	<ul style="list-style-type: none"> • Director • Assistant to the Director • Career Guidance and Career Management Manager

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
								<p>on rate to the college's vocational program increased by 50%;</p> <ul style="list-style-type: none"> • Professional student satisfaction survey conducted to promote employment; • Individual consultations provided to professional students; 	<ul style="list-style-type: none"> • Program Head(s)

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
								<ul style="list-style-type: none"> • College participates in employment forums (at least once a year); • At least 1 event conducted annually for graduates to promote career development. 	
1.2. Popularization of non-formal preparatory courses for	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Plan of events regarding vocational education and the 	<ul style="list-style-type: none"> • Director • Assistan

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performance Indicator	Responsible Person
international nursing licensing exams in the local and regional markets, aiming to export educational products in foreign languages .								profession itself; <ul style="list-style-type: none"> • Annual statistics of registered applicants; • Analysis of student satisfaction questionnaires shows at least 80% satisfaction; • Number of listeners registered in non-formal courses 	t to the Director <ul style="list-style-type: none"> • Academic Department • Lawyer • Quality Assurance Manager • Career Guidance and Career Management Manager

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
								and successfully completing certificate programs (at least 25 listeners annually)	<ul style="list-style-type: none"> Program Head(s)

Strategic Goal 2. Development of the College's Material, Informational, and Financial Resources

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
2.1. Development of the college's material resources and infrastructure in accordance with modern	X	X	X	X	X	X	X	<ul style="list-style-type: none"> The college's material resources and infrastructure support the implementation of its core activities; 	<ul style="list-style-type: none"> Director Assistant to the Director

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
requirements.								<ul style="list-style-type: none"> • The material-technical base is updated/improved in accordance with the material-technical requirements of vocational programs; • The college's vocational programs are 100% provided with educational resources. 	<ul style="list-style-type: none"> • Accountant • IT Manager • Librarian
2.2. Development of the college's informational	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Formation of the college's digital marketing strategy (bilingual website, 	<ul style="list-style-type: none"> • Director • Assistan

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
resources.								<p>targeted advertising);</p> <ul style="list-style-type: none"> • Website metrics analysis; • The college's IT infrastructure supports its core operations; • Computer equipment updated for IT and communication infrastructure development; 	<p>t to the Director</p> <ul style="list-style-type: none"> • IT Manager

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
								<ul style="list-style-type: none"> • Improved communication infrastructure; • Modern PR technologies implemented; • Satisfaction of professional students and staff increased to 100%. 	
2.3. Development of the college's financial resources.	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Financial sustainability of the college is ensured; 	<ul style="list-style-type: none"> • Director • Assistan

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
								<ul style="list-style-type: none"> • The college/program budget is increased annually; • The college participates in grant projects/programs that support and improve vocational educational programs; • Financial sustainability of vocational educational programs is ensured. 	<ul style="list-style-type: none"> t to the Director • Accountant
2.4. Providing a safe working environ	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Safety of staff and professiona 	<ul style="list-style-type: none"> • Director

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
ment at the college.								<p>I students is protected;</p> <p>• Needs are identified and appropriate actions are taken to ensure a safe environment.</p>	<ul style="list-style-type: none"> • Safety Specialist • Personal Data Protection Officer • Lawyer

Strategic Goal 3. Development of the Internal Quality Assurance System and Legislative Compliance

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
3.1. Caring for continuous quality improvement based on the methodology	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Quality assurance plan and documentation reflecting the work 	<ul style="list-style-type: none"> • Director • Quality

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performance Indicator	Responsible Person
y of strategic planning, monitoring, and evaluation, in line with the quality cycle: Plan-Do-Check-Act (PDCA).								performed ; • A development plan is developed by the Quality Manager if needed.	Assurance Manager • Entire Administrative Staff
3.2. Self-assessment of the college's operations to ensure compliance with authorization standards.	X	X	X	X	X	X	X	• Surveys conducted (staff, vocational teachers, professional students, graduates, employers, etc.); • Survey results analyzed; • Conclusio	• Director • Quality Assurance Manager • Entire Administrative Staff

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performance Indicator	Responsible Person
								<p>ns and recommendations for improvement developed by the Quality Manager;</p> <ul style="list-style-type: none"> • Development plan developed by the Quality Manager; • Recommendations issued by authorization experts during administrative proceedings are fully executed by the college. 	

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performance Indicator	Responsible Person
<p>3.3. Auditing/monitoring of the college's core processes.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Vocational program learning outcomes are achieved by professional students; • Graduate employment metrics are increased; • Surveys conducted (staff, vocational teachers, professional students, graduates, employers); 	<ul style="list-style-type: none"> • Director • Quality Assurance Manager • Administrative Staff

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performance Indicator	Responsible Person
								<ul style="list-style-type: none"> • Survey results analyzed and recommendations for improvement formulated . 	
<p>3.4. Auditing/monitoring of the college's supporting processes.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Surveys conducted (staff, vocational teachers, professional students, graduates, employers); • Survey results analyzed and recommendations for improvement formulated . 	<ul style="list-style-type: none"> • Director • Quality Assurance Manager • Entire Administrative Staff

Strategic Goal 4. Expansion of Clinical Partnerships and Support for Professional Student/Listener Services

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
<p>4.1. Protection of rights, legal interests, and support for professional students/listeners.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • At least 5 informational events conducted annually for professional students/listeners; • Consultations provided to all professional students as needed; • Formative recommendations provided to professional students by vocational teachers within each module; • The professional student 	<ul style="list-style-type: none"> • Director • Academic Department • Lawyer • Career Guidance and Career Management Manager

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
								assessment system (validation/verification) is fully functional.	<ul style="list-style-type: none"> Vocational Teachers
<p>4.2. Supporting extracurricular initiatives of professional students/listeners and promoting non-formal education .</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> Extracurricular activities conducted for professional students/listeners at least once a year (excursions, conferences, masterclasses, competitions, etc.). 	<ul style="list-style-type: none"> Director Academic Department Career Guidance and Career Management Manager Assistant to

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
									<p>the Director</p> <ul style="list-style-type: none"> Vocational Teachers
<p>4.3. Popularization of vocational education and development of the career guidance path.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> At least 10 visits conducted annually to general education institutions (schools) for career guidance purposes; Information dissemination and support provided to prospective applicants interested in vocational programs. 	<ul style="list-style-type: none"> Director Assistant to the Director Career Guidance and Career Management Manager

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
<p>4.4. Development of the college's international cooperation.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Meetings conducted with foreign partners; • Cooperation agreements/memorandums signed with international partners/multi-profile medical clinics; • College participates in international projects and programs. 	<ul style="list-style-type: none"> • Director • Assistant to the Director • Career Guidance and Career Management Manager

Strategic Goal 5. Internationalization and Development of Vocational Programs

Objective	2026	2027	2028	2029	2030	2031	2032	Performance Indicator	Responsible Person
<p>5.1. Adding and implementing a foreign-language vocational educational program matching labor market and institutional resources.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Right to implement an English-medium vocational educational program based on labor market demand is obtained; • Quotas for professional students are increased for vocational educational programs based on labor market and employer needs. 	<ul style="list-style-type: none"> • Director • Academic Department • Quality Assurance Manager • Human Resources Manager • Lawyer

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performanc e Indicator	Respo nsible Person
									<ul style="list-style-type: none"> • Assista nt to the Directo r • Career Guidan ce and Career Managem ent Manag er
<p>5.2. Developin g selection criteria for Georgian and internation al profession al students, utilizing internation al channels and</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Clearly formulated student enrollment criteria; • Contracts signed with foreign agencies/age nts. 	<ul style="list-style-type: none"> • Directo r • Acade mic Depart ment

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performanc e Indicator	Respo nsible Person
agencies for recruitmen t.									<ul style="list-style-type: none"> • Quality Assurance Manager • Lawyer • Assistant to the Director
5.3. Initiating international mobility and exchange projects.	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Program compatibility conclusions with international partners (at least 2) or contracts regarding the completion of specific modules/components. 	<ul style="list-style-type: none"> • Director • Assistant to the Director

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performanc e Indicator	Respo nsible Person
<p>5.4. Developin g and implem ent ing new profession al training/re training programs based on labor market and employer requireme nts.</p>		X	X	X	X	X	X	<ul style="list-style-type: none"> • Professional training/retraining programs developed based on labor market and employer demands, and the right to implement them is obtained. 	<ul style="list-style-type: none"> • Director • Academic Department • Quality Assurance Manager • Human Resources Manager • Lawyer

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performanc e Indicator	Respo nsible Person
									<ul style="list-style-type: none"> • Assista nt to the Directo r • Career Guidan ce and Career Manag ement Manag er
<p>5.5. Developm ent of the administra tion of vocational programs by the college.</p>	X	X	X	X	X	X	X	<ul style="list-style-type: none"> • Rules regulating the educational process and process reporting procedures are improved at the college to develop vocational educational programs; 	<ul style="list-style-type: none"> • Directo r • Acade mic Depart ment

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performanc e Indicator	Respo nsible Person
								<ul style="list-style-type: none"> • Satisfaction of professional students, vocational teachers, and administration increased to 100%. 	<ul style="list-style-type: none"> • Quality Assurance Manager • Human Resources Manager • Lawyer • Program Head
5.6. Improving the quality of the educational process for vocational		X	X	X					

Objective	20 26	20 27	20 28	20 29	20 30	20 31	20 32	Performanc e Indicator	Respo nsible Person
educationa l and profession al training/re training programs.									