



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

## **Accreditation Expert Group Report on Cluster of Higher Education Programmes**

**Bachelor's Program in Business Administration and Sports Management**

**Master's Program in Sports Management**

**LEPL -The Georgian State Teaching University of Physical Education and Sport**

Evaluation Dates: 05-06.02.2024

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Tbilisi

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### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL - The Georgian State Teaching University of Physical Education and Sport
Identification Code of Institution	205304357
Type of the Institution	Teaching University

### Expert Panel Members

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<b>Member</b> (Name, Surname, HEI/Organization, Country)	Davit Kakiashvili, Grigol Robakhidze University, Georgia

## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>
<b>Name of the educational programme</b>	Business Administration and Sports Management	Sports Management
<b>Level of higher education</b>	Bachelor's Studies	Master's Studies
<b>Qualification to be awarded</b>	Bachelor of Business Administration in Management	Master of Sports Management
<b>Name and code of the detailed field</b>	0413 Management and Administration	0413 Management and Administration
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	-	-
<b>Language of instruction</b>	Georgian	Georgian
<b>Number of ECTS credits</b>	240	120
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	Conditionally Accredited. N1315323, 06.12.2021	New

<sup>1</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes<sup>2</sup>**

The academic programs in Business Administration in Sports Management at the Bachelor's level and in Sports Management at the Master's level are grouped within the cluster. The Bachelor's program has been operating since the 2021/2022 academic year (specifically, it is the second semester since the accreditation). The master's program started operating in 2014 in authorized mode and has been updated in the 2022 - 2023 academic year.

- **Overview of the Accreditation Site Visit**

The site visit by the expert group took place on February 5<sup>th</sup> and 6<sup>th</sup> 2024 and included interviews with administration, academic and invited staff, self-evaluation team, students, graduates and employers. Experts were also able to observe facilities, including material-technical base.

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

Standard 1: Substantially complies with requirements

Standard 2: Substantially complies with requirements

Standard 3: Complies with requirements

Standard 4: Complies with requirements

Standard 5: Complies with requirements

- **Recommendations**

### **General recommendations of the cluster:**

- It is recommended that the programs presented in the cluster be accompanied by maps of program goals and learning outcomes.
- It is recommended to review the curricula map and logically link curriculum map-scheme for both programmes with the course/component relevant learning outcomes.
- It is recommended to update students' evaluation system in accordance with the "Rule of calculation of higher education programs with credits" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.
- It is recommended to give clear directions to students concerning citation of literary sources and ensure compliance with the rules of APA Style in the master thesis.
- It is recommended that internal quality assurance office together with all stakeholders constantly works on the elimination of weaknesses, inaccuracies identified in syllabi and curricula during the elaboration of self-evaluation report and programme assessment.

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<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

### **Programme 1 (Business Administration and Sports Management, Bachelor)**

- It is recommended to develop a business administration and sports management bachelor's program learning outcomes map.
- It is recommended to update the mandatory literature for certain courses (fundamentals of accounting, business law, human resource management, operational management, sports marketing) with the latest Georgian editions or to prepare Georgian readers for modern English-language literature.
- It is recommended to adjust the content of the course “Leadership” to its title and place greater emphasis on leadership issues.
- Specify admission requirements concerning the language requirements and / or design bridge courses for students without sufficient English skills.

### **Programme 2 (Sports Management, Master)**

- It is recommended to review the learning outcomes map of the master's program in sports management and logically outline the process of developing the learning outcomes of the program.
  - It is recommended to clarify the admission precondition to the teaching (study courses), practice and research (master's thesis) components included in the programme.
  - It is recommended to update the mandatory literature for specific courses (e.g., strategic management of sports facilities, strategic management of sports events, strategic marketing of sports).
  - It is recommended to align the names and content of specific training courses (e.g., strategic marketing of sports, managerial economics in sports).
  - It is recommended to differentiate the syllabus for the practical component of the master's program from the syllabus of the practical component of the bachelor's program. As well as, to separate the syllabus of “Modern Sports Management” from the syllabus of the bachelor's program course in “Sports Management”.
  - Specify admission requirement concerning the prerequisites for admission to the master program and / or design bridge courses for students without sufficient sports management background.
  - Update the MA practice syllabus and be appropriate for MA level.
- **Suggestions for the Programme Development**

#### **General suggestions of the cluster:**

- It is desirable that the institution further activates its work in the process of developing programs in order to effectively use the resources of graduates and potential employers.

- It is desirable for the institution to permanently update the sectoral studies of the labor market, which will contribute to fully meeting the demand for sports management specialists in the labor market.
- It would be suggested if the program considers longer internship, internship in cooperation with sports associations, internship in combination with thesis work.
- It would be suggested to diversify teaching and learning methods in compliance with the specificities of the courses.
- It is suggested to update MA thesis evaluation rubrics to be more transparent and detailed.
- It is suggested to increase engagement of students in local and international projects, as well as in exchange programs.
- It is suggested to facilitate and organize various seminars and workshops for students with the involvement of employers.
- It is suggested to include the instruction for changing the supervisor of the master's thesis in the „Regulation for Selection Criteria for the supervisor of the master's thesis”;
- It is suggested HEI thinks of developing additional mechanisms for comprehensive evaluation of the quality of the activities of the supervisor and co-supervisor of MA theses, for ensuring the effective implementation and development of the supervision/co-supervision process.
- HEI might consider recruiting more academic staff with the sectoral expertise and the involvement of employers to deliver workshops, trainings, seminars, etc.
- In order to develop staff and strengthen practical skills, it is advised to involve more practical experts and relevant people in different events, attract relevant personnel to share knowledge of project management and sport event planning, aimed at providing development opportunities for staff.
- It will be better if students have access to the electronic international bases, not only from the university network.

#### **Programme 1 (Business Administration and Sports Management, Bachelor)**

- It is desirable to correct existing technical inaccuracies in the curriculum;
- It is desirable that the programme offers "Public Finances and State Procurement" as an elective course.
- It is desirable to include the years of publication for the literature mentioned in syllabi.

#### **Programme 2 (Sports Management, Master)**

- It is desirable to increase the list of optional courses related with the main study area of the programme, such as: managerial accounting and decision-making, logistics management in sports, risk management in sports.

- It is suggested to review the learning outcomes of certain courses, specifically for Modern Sports Management, Sports Ethics, Leadership in Sports, and Strategic Marketing of Sports, to correspond more to the master's level program.
- **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**
  - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

**In accordance with the argumentative position from the Institution, programme team shares recommendations given by the experts group and it should be acclaimed that some findings have already been taken into consideration. However, as experts are not able to consider the changes made after the site visit, the report remains unchanged.**

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

The bachelor program underwent revision to align with the recommendations and suggestions provided by the Accreditation Council of Educational Programs on December 6, 2021. The following changes were made for the current accreditation:

1. The third-level (reinforcement) study courses oriented toward achieving the learning outcomes have been clearly identified;
2. The study course of Accounting was incorporated into the mandatory module of the program, providing comprehensive coverage of fundamental accounting issues.
3. The program's structure and content were fully aligned with the requirements of the intended qualification.
4. Corrections were made to the content and learning outcomes of the course - The Fundamentals of Management.
5. A relevant profile coursebook on fundraising and sponsorship (David Shonk, James Weiner, 2021, "Sales and Revenue Generation in Sports Business") has been added to the mandatory literature section of the Sales and Fundraising in Sports course syllabus.
6. In the syllabus of the "Project Management" course, the specifics of the technological provision of project management using MS Project were taken into account. Relevant literature was added (Managing A Project Using MS Project: A Book for Users Who Wish to Learn How to use MS Project for Planning and Managing Projects / By Asmarizan & Zareena. Malaysia, 2021 and "Information technologies in project management", lecture course, M. Tikishvili, C. Jafiashvili, 2020);

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<sup>3</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.



7. Mandatory literature specified in the study courses of the program (Business Communications, Sports Economics, Sports Marketing, Strategic Management) has been updated.
8. To eliminate the duplication of key topics, the content of management-oriented study courses was revised, and some courses' content and learning outcomes were clarified to align with the course names.
9. To enhance the transparency of the evaluation system, the ranking of evaluation points utilised in presentations within the syllabi of the program's courses was implemented, and evaluation criteria were clarified.
10. Diversification of assessment methods within certain study courses of the program was carried out by adapting them more closely to the specifics of each course (for instance, in the "Project Management" course, the inclusion of a project was considered through its results' reflection within the assessment system).
11. Relevant activities have been undertaken to improve the English language competence of the academic staff involved in the program.
12. Georgian-language study materials (readers) were created for all English-language mandatory literature specified in the syllabi of the program's study courses, and these materials are available in the university library.
13. Internal quality monitoring mechanisms are put in force to ensure the attainment of the learning outcomes.

In addition a number of suggestions have also been considered.

**Evaluation approaches for the accreditation experts:**

**The components of the accreditation standards are evaluated using the following two approaches:**

1. Cluster and individual evaluation<sup>4</sup>
2. Cluster evaluation<sup>5</sup>

Standard/Component	Assessment approaches:
<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
<b>2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering</b>	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
<b>3. Student Achievements, Individual Work with them</b>	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
<b>4. Providing Teaching Resources</b>	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual

<sup>4</sup> **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

<sup>5</sup> **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
<b>5. Teaching Quality Enhancement Opportunities</b>	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

### III. Compliance of the Programme with Accreditation Standards

#### 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

##### 1.1 Programme Objectives

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

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The Georgian State Teaching University of Physical Education and Sport (“Sportuni”) has a long experience in teaching physical education. Numerous graduates have achieved outstanding results in various sports. Sports in Georgia have changed significantly after the fall of the Soviet Union. Before almost everything about sports was managed by the government. Now a large variety of clubs and associations have been founded to take over the administration of sports in Georgia. However, they are lacking qualified managers.

Therefore, it makes a lot of sense that an institution qualified in physical education adds management education to its offered programs and programs are relevant to the university’s mission and vision. “Sportuni” has contacted several internationally known institutions. Based on the gained experience the present programs have been designed.

The program objective is to educate a person with the appropriate competence to work in the spheres of business administration and sports management for the local or international labour market and have general education, civic outlook and social responsibility. The Objective of the program is meaningful. The representatives of numerous organizations interviewed during the on-site visit have confirmed, that they are looking for graduates of these programs.

Based on the background of the school the stated objectives are realistic and achievable. They consider the specificity of the field of study and the needs of the local labor market demands. Furthermore, they are shared by the persons involved in the program. This shows, that the programs Sport Management Bachelor / Master are in accordance with the universities’ mission, vision and strategy.

#### Description and Analysis - Programme 1 (Business Administration and Sports Management)<sup>6</sup>

The evaluated Bachelor program consists of a set of fundamental business courses and a set of sports related courses. By attending these lectures the students will on one hand gain the basics of business. On the other hand they will also understand the background of sports. In the ideal case this knowledge can be paired with the experience of a successful athlete (in fact a substantial part of the students got this background). This will already qualify graduates to work in many positions in a variety of sports organizations.

#### Description and Analysis - Programme 2 (Sports Management, Master)<sup>7</sup>

The Master program in Sport Management is designed as a consecutive program. It is based on the corresponding Bachelor program. Master students will gain additional competencies in two ways. In one way because additional courses will broaden the knowledge of the students. In the other way students will be trained in research methods and have to write a scientific thesis at the end of their studies. As a result, master students will be trained to develop their own concepts in the field of sport management.

#### Evidences/Indicators

- Provided material, discussion with heads of the university and confirmation by experts of the field.

#### **Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s): none**

**Suggestion(s): none**

#### **Programme 2 (Sports Management, Master)**

**Recommendation(s): none**

**Suggestion(s): none**

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<sup>6</sup> Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

<sup>7</sup> Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

## Evaluation <sup>8</sup>

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
- Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Clustered Business Administration and Sport Management Bachelor's and Sport Management Master's programs are logically related to each other, and their learning outcomes were developed in consultation with stakeholders, including employers and graduates. Presented programs align with the existing field characteristics and benchmarks, considering the qualification level.

The programs presented in the cluster are complemented by the 'Market Research of Sports Managers Employed in the Field of Sports in Georgia,' conducted in 2020. It is evident that the presented document is not the most recent; however, it largely reflects the requirements in the field, aligning with the learning outcomes of the mentioned programs. Consequently, it is advisable for the institution to consistently update sectoral labor market studies. This practice will contribute to fully meet with the demand for sports management specialists in the labor market.

During the interviews with employers, it was revealed that they possess significant potential and a willingness to take a more active role in both the development and implementation of programs. Therefore, it is desirable for the institution to further enhance its efforts in the program development process, especially to effectively use the resources of graduates and potential employers.

Additionally, it should be noted that the programs presented in the cluster lack maps detailing program goals and learning outcomes. According to the accreditation standards for higher education programs, such maps are a crucial criterion for evaluating program outcomes. Therefore, it is recommended that the programs in the cluster be accompanied by maps illustrating program goals and learning outcomes.

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<sup>8</sup> Evaluation is performed for each programme separately.

### **Description and Analysis - Programme 1 (Business Administration and Sports Management, Bachelor)**

The learning outcomes of the Bachelor of Business Administration and Sports Management program are presented as follows:

1. Discusses the theories and principles of the field of management with critical understanding;
2. Collects and analyzes data, information related to business administration and management;
3. Using modern information and communication means, develops a work/project of a practical nature related to the field of management, including sports;
4. Prepares a written report describing the problem and indicating ways to solve it;
5. Explains how management approaches affect all aspects of sports organizations and the sports industry;
6. Identifies the current problems of sports organizations and management strategies needed to solve the challenges of sports business;
7. Describes and explains situational examples related to the field of business administration and management, taking into account social, scientific and ethical issues;
8. Provides specialists and non-specialists with relevant information related to the field in writing, using modern means, and orally.

The learning outcomes of the program align with the program's objectives and encompass the knowledge and competencies achieved by the program's graduates. These outcomes are logically structured, measurable, and realistic. They adequately cover the requirements of the Bachelor of Business Administration qualification in management, in line with the Bachelor's qualification level. Additionally, the learning outcomes of the program are in harmony with the existing profile field characteristics. The Business Administration and Sports Management Bachelor's program lacks a program learning outcomes (curriculum) map. However, it has been requested by the experts as additional documents and provided by the institution during the site visit.

### **Description and Analysis - Programme 2 (Sports Management, Master)**

The learning outcomes of the Master's program in Sports Management are presented as follows:

1. Based on a critical analysis of the concepts and theories of the sports industry, identifies issues within the sports industry, and develops business models.
2. Possesses the methodological approaches of managerial economics and evaluates the impact of the sports economy/industry on the economy.
3. Possesses financial management tools specific to the sports industry.
4. When making business decisions in the sports industry, acts in accordance with relevant legal and ethical norms.
5. Develops a human resource management policy considering the specifics of sports organizations and the industry.
6. Develops a marketing plan and development strategy based on the analysis of the sports field market.
7. Understands the rules of conducting sports events and employs effective approaches in managing this process.
8. Develops models for the effective management of sports facility operations.

9. Independently completes a research project in compliance with the principles of academic honesty and ethics, demonstrating the results in an argumentative manner.

The learning outcomes of the program align with the program's objectives and encompass the knowledge and competencies attained by program graduates. These outcomes are logical, measurable, and realistic. They fulfill the requirements of the Sports Management qualification and align with the Master's qualification level. Furthermore, the program's learning outcomes are in harmony with the existing characteristics of the field. The Sports Management Master's Program is accompanied by a Program Learning Outcomes (Curriculum) Map, illustrating how the program's compulsory courses are related to the achievement of the learning outcomes.

#### **Evidences/Indicators**

- Program self-evaluation document;
- Bachelor program of business administration and sports management;
- Master program in sports management;
- Curricula maps for programmes;
- Results of interviews with employers and graduates of the program.

#### **General recommendations of the cluster:**

- It is recommended that programmes contain or are accompanied with the maps of program goals and learning outcomes.

#### **General suggestions of the cluster:**

- It is desirable that the institution further activates its work in the process of developing programs in order to effectively use the resources of graduates and potential employers.
- It is desirable for the institution to permanently update the sectoral studies of the labor market, which will contribute to fully meeting the demand for sports management specialists in the labor market.

#### **Recommendations and suggestions according to the programmes:**

##### **Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s):** It is recommended to develop a business administration and sports management bachelor's program learning outcomes map;

**Suggestion(s):** none

##### **Programme 2 (Sports Management, Master)**



**Recommendation(s):** It is recommended to review the learning outcomes map of the master's program in sports management and logically outline the process of developing the learning outcomes of the program.

**Suggestion(s):** none

## Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Evaluation of the learning outcomes of the educational programme is organized in accordance with the mechanism for evaluating the learning outcomes of the Georgian State Teaching University of Physical Education and Sport. Planning, development and monitoring of the educational programme is coordinated by the Quality Assurance Office. When assessing learning outcomes of teaching and scientific-research components, both direct and indirect assessment methods are used. The program learning outcome assessment document provides forms and assessment methods, as well as target benchmarks for the student's achievements of each learning outcome.

Electronic surveys and focus groups for employers and alumni, as well as students' self-evaluation are used as one of the mechanisms for evaluating the learning outcomes, for the purpose of re-examine the relevance and use of the competencies developed by the programme.

Feedback schemes are sufficient and well crafted. The programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the programme. The programme staff has developed a vision of the curriculum map-scheme how the courses relate to

the programmes learning outcomes that imply the possibilities for all bachelor and master programme students to articulate the programmes learning outcomes through covered compulsory courses/components of the programmes. However, the logic of attaining the learning outcomes is vague in certain cases, especially in the context of introduction-deepening-mastering. For instance, learning outcomes for internship of the both programmes correspond to only several learning outcomes of these programmes, that should be formalized in a way to relate to the syllabi and learning outcomes map respectively. As well as 2, 4, 5, 6, 7, 8 and 9 learning outcomes of master's programme lacks coherency and logical development of these outcomes.

#### **If necessary, description and analysis according to the education programmes**

##### **Description and Analysis - Programme 1 (Business Administration and Sports Management)<sup>9</sup>**

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

##### **Evidences/Indicators**

- Self-evaluation report
- Programmes and syllabi
- The Mechanisms for the Learning Outcomes
- Map of learning outcomes of the programmes
- Interview results

##### **General recommendations of the cluster:**

- **It is recommended to review the curricula map and logically link curriculum map-scheme for both programmes with the course/component relevant learning outcomes.**

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

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<sup>9</sup> **In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster. In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

**Recommendations and Suggestions according to the programmes:** Please, write the developed recommendations and suggestions according to the individual programmes (if any)

**Programme 1 (Business Administration and Sports Management, Bachelor)**

Recommendation(s):

Suggestion(s):

**Programme 2 (name, level)**

Recommendation(s):

Suggestion(s):

.....

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.4. Structure and Content of Educational Programme

➤ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➤ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

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#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Clustered business administration and sports management bachelor's and sports management master's programs are compiled in accordance with the rules established by Georgian legislation and in accordance with the European credit transfer system. Structures of the programs corresponds to the National Qualifications Framework and the classification of study areas. In addition, the university has a rule of planning, development and development of educational programs, according to which the bachelor's and master's programs united in the cluster are elaborated. The Business Administration and Sports Management Bachelor's Program is presented in the volume of 240 credits, and the Master's Program in Sports Management includes 120 credits. Potential employers are involved in the program development process; however, the institution can use their resources more effectively, as the employers themselves are willing to contribute more (please refer to the relevant finding indicated in 1.2 component). Information about the mentioned programs is posted on the university's website, thus ensuring the publicity and accessibility of information about the programs.

#### **Description and Analysis - Programme 1 (Business Administration and Sports Management, Bachelor)**

Business administration and sports management bachelor's program is built in accordance with the rules established by Georgian legislation and in accordance with ECTS - the European system of transfer and accumulation of credits. The structure of the program includes 240 credits and is presented as follows:

- Mandatory study courses of the main field of study 130 credits;
- Free components - mandatory training courses - 40 credits;
- Free components - elective training courses - 20 credits;
- Elective training courses of the main field of study - 40 credits;
- Practice component (internship) - 10 credits.

The content of the Bachelor of Business Administration and Sport Management program ensures the achievement of program learning outcomes and is in line with the qualifications awarded. Courses within the program are logically arranged, and their content is well-developed. However, there are some technical flaws in the curriculum, such as the having an information technology 1 and 2 as 10-credit courses, while the course syllabi indicate 5 ECTS credits.

Additionally, there is no prerequisite for admission to the practical component in the curriculum, even though it is clearly presented in the syllabus of the practical component, among other issues. Therefore, it is desirable to address and correct these existing technical inaccuracies in the program's curriculum.

It should be taken into account that potential employers of the program believe it would be beneficial for graduates to deepen their studies in the direction of public finance and public procurement. It is desirable to offer the 'Public Finances and State Procurement' training course as an optional course within the program.

### **Description and Analysis - Programme 2 (Sports Management, Master)**

The structure of the master's program in sports management is established in accordance with the rules established by the Georgian legislation and in accordance with ECTS - the European system of transfer and accumulation of credits. The structure of the program includes 120 credits and is presented as follows:

- Mandatory training courses of the main field of study - 75 credits;
- Elective training courses of the main field of study - 15 credits;
- Practice component - 10 credits;
- Research component (master's thesis) - 20 credits.

The content of the Sports Management Bachelor's program is designed to prepare graduates for a Master's degree in Sports Management. The structure of the presented program, in addition to the educational component, incorporates practical and research elements.

There are certain inaccuracies in the program's structure that need consideration. Specifically, the educational, practical, and research components included in the program require clarification regarding the admission preconditions to the next component. Therefore, it is recommended to specify the admission preconditions to the teaching (study courses), practice, and research (master's thesis) components within the program structure. Additionally, it is desirable to expand the list of optional courses in the main study area of the program to include courses such as managerial accounting and decision-making, logistics management in sports, and risk management in sports.

### **Evidences/Indicators**

- Program self-evaluation document;
- Bachelor program of business administration and sports management;
- Master's program in sports management;
- Methodology of program planning, development, approval, development and cancellation procedure;
- Results of interviews with program participants;
- University website: <http://sportuni.ge>.

## Recommendations and suggestions according to the programmes:

### Programme 1 (Business Administration and Sports Management, Bachelor)

#### Recommendation(s):

#### Suggestion(s):

- It is desirable to correct existing technical inaccuracies in the curriculum;
- It is desirable that the programme offers "Public Finances and State Procurement" as an elective course.

### Programme 2 (Sports Management, Master)

#### Recommendation(s):

- It is recommended to clarify the admission precondition to the teaching (study courses), practice and research (master's thesis) components included in the programme.

#### Suggestion(s):

- It is desirable to increase the list of optional courses related with the main study area of the programme, such as: managerial accounting and decision-making, logistics management in sports, risk management in sports.

## Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

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

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The content of syllabi, as well as number of credits for the clustered Business Administration and Sports Management Bachelor's and Sports Management Master's programs are mostly tailored to achieve the defined learning outcomes. However, there are some inaccuracies related to course content, use of up-to-date literature, course names, and other issues that require clarification. In the bachelor's program, study courses are presented as 5-credit courses, and in the master's program, they are presented as 5- and 6-credit courses. The allocation of contact and independent hours within the courses seems sufficient to achieve the learning outcomes specified by the courses.

#### **Description and Analysis - Programme 1 (Business Administration and Sports Management, Bachelor)**

The business administration and sports management bachelor's program study courses align with the learning outcomes of the program. The content of individual study courses corresponds to the learning outcomes of each course and contributes to the formation of the overall program learning outcomes. Since the bachelor's program is conducted in Georgian, the syllabi of the programme's courses utilize both Georgian textbooks and readers in Georgian language. However, for certain study courses, updating mandatory literature with newer editions is necessary. For example, it is recommended to update the mandatory literature for courses such as fundamentals of accounting, business law, human resource management, operational management, sports marketing, and sports management with the latest editions available in Georgian language or prepare readers based on modern English-language literature. Additionally, for some courses, it is necessary to identify the years of publication in literature (e.g., Sports Business Management). As well as, contents of some training courses should be reviewed in relation to the course names; for instance, it is recommended to adjust the content of the training course 'Leadership' to focus more on leadership issues.

The syllabi of the presented courses assess the attainment of learning outcomes. The number of credits and contact hours allocated within each course corresponds to the content of the course and the learning outcomes, proving to be sufficient for their achievement.

#### **Description and Analysis - Programme 2 (Sport Management, Master)**

The syllabi of the master's program in sports management are tailored to achieve the defined goals and learning outcomes. The allocation of credits is logical, and the distribution of contact and independent work hours is purposeful. Given the master's level of the program and the prerequisite of English language knowledge, modern English-language literature is extensively used in the syllabi of the courses.

While experts hold specific opinions about certain training course syllabi, it is particularly recommended to update relevant courses (strategic management of sports facilities, sports events strategic management, strategic sports

marketing). Additionally, ensuring coherency with the names and content of specific training courses are advised (e.g., the content of 'Strategic Marketing of Sports' is presented similarly to 'Sports Marketing' in the bachelor's program, which focuses on the issues of strategic marketing of sports). Furthermore, the 'Managerial Economics in Sports' course lacks specificity to sports and presents classical managerial economics literature and issues.

A thorough review of the learning outcomes is suggested, as some training courses have limited outcomes that need expansion and should better align with the level of graduate education (e.g., Modern Sports Management, Sports Ethics, Leadership in Sports, Strategic Marketing of Sports). Additionally, the syllabus of the program's practical component differs from that of the bachelor's program, and the syllabus of 'Modern Sports Management' differs from the undergraduate course in sports management.

The mandatory literature specified in the syllabus of the courses has been verified in the university library. To facilitate the achievement of learning outcomes, the university's library ensures the availability of literature, textbooks in Georgian language, as well as Georgian translations, and, in some cases, printed and electronic textbooks in English.

### **Evidences/Indicators**

- Program self-evaluation document
- Bachelor program of Business Administration and Sports Management
- Master's program in Sports Management
- Methodology for program planning, development, approval, development, and cancellation procedures
- Results of interviews with program participants
- Interviews with the academic and invited personnel implementing the program
- Interview with the head of the university's quality assurance service
- University website: <http://sportuni.ge>

### **Recommendations and suggestions according to the programmes:**

#### **Programme 1 (Business Administration and Sports Management, Bachelor)**

##### **Recommendation(s):**

- It is recommended to update the mandatory literature for certain courses (fundamentals of accounting, business law, human resource management, operational management, sports marketing) with the latest Georgian editions or to prepare Georgian readers for modern English-language literature.
- It is recommended to adjust the content of the course “Leadership” to its title and place greater emphasis on leadership issues.

##### **Suggestion(s):**

- It is desirable to include the years of publication for the literature mentioned in syllabi.



## Programme 2 (Sports Management, Master)

### Recommendation(s):

- It is recommended to update the mandatory literature for specific courses (e.g., strategic management of sports facilities, strategic management of sports events, strategic marketing of sports).
- It is recommended to align the names and content of specific training courses (e.g., strategic marketing of sports, managerial economics in sports).
- It is recommended to differentiate the syllabus for the practical component of the master's program from the syllabus of the practical component of the bachelor's program. As well as, to separate the syllabus of "Modern Sports Management" from the syllabus of the bachelor's program course in "Sports Management".

### Suggestion(s):

- It is suggested to review the learning outcomes of certain courses, specifically for Modern Sports Management, Sports Ethics, Leadership in Sports, and Strategic Marketing of Sports, to correspond more to the master's level program.

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

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

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

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### 2.1 Programme Admission Preconditions

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

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### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Basically, the preconditions for admission take programme characteristics into consideration and ensure admission of the students with relevant knowledge, skills and competences for mastering the programme. They are consistent with the existing legislation and in general logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language. The HEI has defined the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution. It can also be said, that the admission preconditions are fair, public and accessible. However in certain aspects, the admission preconditions need be specified in detail.

#### Description and Analysis - Programme 1 (Business Administration and Sports Management)

The admission for the bachelor program need to be clarified in terms of foreign language skills. In the structure it is specified that students at HEI start with English from B1 (which is reasonable since many textbooks for sports management are published in English only). However, there might be applicants with skills in other languages (e.g. Russian or German). HEI should have a formalized and clearly described mechanism how they get and onboard these students.

#### Description and Analysis - Programme 2 (Sports Management, Master)

According to the self assessment the Sports management master programme is open for any student with a Bachelor's degree. Since the Master's program is designed as a consecutive program, the courses of the Master's program will require skills acquired in previous bachelor studies. For example, if a student with a Bachelor degree in Business Administration, who did his previous studies without a concentration on sports management, he will be lacking the prerequisites for sports courses in the Master's program. Therefore, the admission requirements need to be detailed and strategies to cope with this problem have to be developed.

## Evidences/Indicators

- Given documents and discussions with faculty and program head

### Recommendations and suggestions according to the programmes:

#### Programme 1 (Business Administration and Sports Management, Bachelor)

**Recommendation(s):** specify admission requirements concerning the language requirements and / or design bridge courses for students without sufficient English skills.

**Suggestion(s):** none

#### Programme 2 (Sports Management, Master)

**Recommendation(s):** specify admission requirement concerning the prerequisites for admission to the master program and / or design bridge courses students without sufficient sports management background.

**Suggestion(s):** none

## Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the learning outcomes and the level of education, the programme ensures development of academic practical skills of students and – on Master's level - their engagement in the scientific research projects. The practical component of the programme is organised in 10 ECTS internships and – in the Master's program in thesis work. In the framework of a practice component, and/or a scientific research project, a student is supervised by a qualified person in the field who evaluates student's activity.

The concept is a good approach. However, HEI should consider to extent the intership and reseach phases of both programs for two reasons. On one hand the education would be more application oriented and the future graduates would increase their employability. On the other hand, it would enable HEI to build closer links to a variety of organizations with the chance to get in touch with practitioner's expertise.

**Description and Analysis - Programme 1 (Business Administration and Sports Management)**

Like described above students of the program and HEI could benefit from an extended intership phase in the BA program, it should be longer and executed in close cooperation with the associations and sport organizations. They can also think about combining the intership with thesis work already in BA program, to facilitate application of aquired knowledge.

**Description and Analysis - Programme 2 (Sports Management, Master)**

Like described above students of the program and HEI could benefit from an extended intership phase in the MA program, it should be longer and executed in close cooperation with the associations and sport organizations. It could open new fields for future master theses, which today often focusing on sports marketing. It should be noted that in submitted doucmentstation syllabi for BA and MA interships were the same, therefore, experts asked institution to submit the MA intership syllabus as an additional documentation. After reviewing the submitted documents, it is still recommended to update the MA practice syllabus and be appropriate for MA level.

**Evidences/Indicators**

- Given documents and discussions with faculty and program head

**General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)**

**General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)**

- It would be suggested if the program considers longer intership, intership in cooperation with sports associations, intership in combination with thesis work.

**Recommendations and suggestions according to the programmes:**

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s): none**

**Suggestion(s):**

**Programme 2 (Sports Management, Master)**

**Recommendation(s):** update the MA practice syllabus and be appropriate for MA level.

**Suggestion(s):**

### Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Business administration and sports management (Bachelor))</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Sports management (Master))</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Teaching and learning methods of the most academic courses correspond to the level of education, course content, learning outcomes and ensure their achievement. In the most cases teaching and learning methods ensure students' active engagement in the learning process, interaction both between students and staff with appropriate autonomy and responsibility.

However, HEI can consider applied teaching and learning methods critically. As stated above, the current teaching and learning methods can be considered as adequate. Nevertheless, other approaches (group assignments, projects, writing of papers) will expose the students to other learning situations and give them the opportunity to acquire additional skills (e.g. report writing, team management, time management, independent research).

### Evidences/Indicators

- Given documents and discussions with faculty and program head

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:**

- It would be suggested to diversify teaching and learning methods in compliance with the specificities of the courses

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s):** none

**Suggestion(s):**

**Programme 2 (Sports Management, Master)**

**Recommendation(s):** none

**Suggestion(s):**

**Evaluation**

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sports management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.4. Student Evaluation**

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

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Student evaluation of educational programs grouped in educational program cluster are carried out in accordance with the principles, rules and procedures defined by the educational process regulation of The Georgian State Teaching University of Physical Education and Sports. In the educational process regulation Article 11. Assessment of student achievements, Paragraph 5 states the assessment system types, also in the most of Syllabus of educational program provides the assessment system type like:

**Final assessments**

**Positive evaluation:**

- (A) Excellent - 91 points and more of the maximum grade

- (B) Very good - 81-90 points of the maximum grade
- (C) Good - 71-80 points of the maximum grade
- (D) Satisfactory - 61-70 points of the maximum grade
- (E) Sufficient - 51-60 points of the maximum grade

**Negative evaluation:**

- (FX) Did not pass - 41-50 points of the maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam once by working independently.
- (F) Failed - a maximum grade of 40 or less of the maximum grade, which means that the work done by the student is not enough and he / she has to retake the course again.

At the same time Self-Evaluation Report on Accreditation of Educational Programmes Grouped in a Cluster states that:

The assessment system provides for five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Enough – 51-60 points.

The assessment system also provides two types of negative assessment:

- (FX) Failed – 41-50 points. This indicates that the student needs to work more to pass and sit one additional exam with independent work. The student has the right to take an additional exam in the same semester;
- (F) Failed – 40 points or less. This indicates that the student's performance is insufficient, requiring them to retake the course.

Accordingly, it is recommended to update Student's evaluation system in accordance with the "Rule of calculation of higher education programs with credits" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

During the visit interview students expressed that lecturer gives feedback about the positive and negative aspects, and ways of improvement. related feedback is provided through the online system - "START".

The student has access to the above-mentioned feedback through the online system "Student Sportuni".

In Georgian State Teaching University of Physical Education and Sport students of MA programs have a guide "Master's Thesis Execution, Presentation, and Evaluation Instructions" established by the university.

The master's thesis is a research document undertaken by the master's student as part of the master's program. It serves as a comprehensive showcase of the student's research skills, demonstrating his/her capacity to independently conduct research, formulate, structure, publicly present, and defend a research



text. The master's thesis is individually undertaken by the Master's student, with due consideration of the guidance provided by the supervisor of the master's thesis. The master's student chooses a master's thesis head based on his research interest. In case of the supervisor's approval, the title of the master's thesis is formulated between these two subjects. Head of the master's program, represents the name of the selected master's thesis and the name of the supervisor to the dean (no later than the 1st week of the 4th term). The commission for defense of master's theses is established by the dean of the faculty. The commission must include at least three members. Each of them is obliged to attend the defense process. To get acquainted with the main provisions of the master's thesis, the master's student makes a maximum 15-minute report. The master's thesis submitted for the awarding of the academic degree of Master is evaluated as a whole, together - with the final assessment, which includes the assessment of the members of the master's thesis defense commission (The mentioned process refers to the evaluation of all the components of the thesis by the members of the defense commission, as well as the defense process assessment). for development of Master's degree programme and for achieving transparent and fair procedures for the defense and evaluation of master thesis, It is suggested to update MA thesis evaluation rubrics to be more transparent and detailed.

During visit experts revised master theses of students, in some of the MA thesis include few bibliography and not academic sources, also, some of thesis design and the list of used literature is made following the rules (APA style), and some of thesis have none, so, It is recommended to give more clear directions to students from master thesis supervisors about citation of literary sources and on compliance with using the rules of APA Style in the master thesis.

Georgian State Teaching University of Physical Education and Sport has elaborated Mechanisms and procedures for plagiarism detection, prevention, response to plagiarism cases. All master thesis of students are checked for anti-plagiarism program. Institution has provided reports of checked master thesis from [strikeplagiarism.com](http://strikeplagiarism.com).

In the educational process regulation Article 11. Assessment of student achievements, Paragraph 9 states Procedures for appealing assessment results: If the student, after getting acquainted with the exam paper, considers that it has been assessed in an unobjective manner, In order to appeal the results of the intermediate/final main and supplementary exams, He/she has the right to appeal the received assessment within 3 working days from the date of notification of the assessment. after work off commission the Appeals Commission draws up a protocol, where there is justification regarding the results of the assessment. the commission may make the following decision:

- a) to increase of the score;
- b) Leaving the score unchanged;
- c) Reduction of the score.

The decision to reduce the score, may be a hindering factor for the student and not apply to procedure of assessment appeal.

#### **Evidences/Indicators**

- Interviews during site visit with different stakeholders;
- Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;
- Syllabi of learning courses of educational programs grouped in the cluster;
- Webpage of the University <https://sportuni.ge/>
- Regulation of the educational process;
- Bachelor and Master programs;
- Evaluation methods and criteria reflected in the syllabi;
- Regulation of the unified examination centre;
- Mechanisms and procedures for plagiarism detection, prevention, response to plagiarism cases;
- Instructions for execution, defence and assessment of master's thesis;

#### **General recommendations of the cluster:**

- It is recommended to update students' evaluation system in accordance with the "Rule of calculation of higher education programs with credits" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.
- It is recommended to give clear directions to students concerning citation of literary sources and ensure compliance with the rules of APA Style in the master thesis.

#### **General suggestions of the cluster:**

- It is suggested to update MA thesis evaluation rubrics to be more transparent and detailed.

#### **Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s): none**

**Suggestion(s): none**

#### **Programme 2 (Sports Management, Master)**

**Recommendation(s): none**

**Suggestion(s): none**

## Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Sport Management, Bachelor)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sport Management, Master)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Student Achievements, Individual Work with Them

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

### 3.1 Student Consulting and Support Services

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

## Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Students of educational programs grouped in educational program cluster receive appropriate consultations and support regarding the planning of the learning process. After enrolling at the university, in the first week students are given an orientation meeting with Student self-governance and academic staff. Students are provided with all the information about teaching university services. Also, students have all the necessary information at university student's portal (learning process management system

(START), from which the student has the opportunity to write to the lecturer of the subject, receive feedback from him/her, and use educational resources. During visit interviews students expressed that they can communicate with lecturers in-person meetings or remote sessions through the Zoom platform.

The teaching university actively cooperates with various foreign universities, The International Relations Service provides students with information about exchange programs and international activities. Every year the International Scientific Conference "Health and Sport" is held. University enhances English language proficiency - the bachelor's program incorporates an English language component, consisting of English for Specific Purposes with a credit volume of 10 ECTS. Institution provided a list of activities carried out by the International Relations Service for the current (2023) year. In the scope of ERASMUS+ international credit-mobility program, university made competitive applications with foreign universities partnership. In the scope of Erasmus+ international credit mobility competition, two students of sport university are studying at the Lithuanian Sports University. Nevertheless, it is suggested to increase engagement of Students participation in local and international projects, as well as in exchange programs.

During visit interviews employers express their satisfaction for students of Teaching University of Physical Education and Sport. Within the framework of cooperation, students do internships and are involved in the activities of various sports federations, they have the opportunity to get to know the specifics of the field and acquire practical skills. Students are also involved in organizing and planning various international sports events. Employees express their readiness to have more communication with the students, - by sharing their knowledge, Accordingly, it is suggested to facilitate and organize various seminars and workshops for students with the involvement of employers.

The university's organisational structure includes a Sports and Culture Service, actively engaging university students. Over recent years, internal university sports championships have been successfully organised under this service.

During visit interviews Students and alumni expressed their positive attitude regarding programs. They are satisfied with the quality of teaching, the level of professors and teachers, teaching methods and student services.

#### **Evidences/Indicators**

- Interviews during site visit with different stakeholders;
- Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;
- Syllabi of learning courses of educational programs grouped in the cluster;

- Webpage of the University <https://sportuni.ge/>
- List of activities carried out by the International Relations Service for the current (2023) year.
- Student satisfaction survey report;
- Statute of Student Self-Government;
- Regulation of the educational process management service
- Regulations of the Student Career Development and Alumni Relations Service;

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:**

- It is suggested to increase engagement of students in local and international projects, as well as in exchange programs.
- It is suggested to facilitate and organize various seminars and workshops for students with the involvement of employers.

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s): none**

**Suggestion(s): none**

**Programme 2 (Sports Management, Master)**

**Recommendation(s): none**

**Suggestion(s): none**

## Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

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

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Georgian State Teaching University of Physical Education and Sport elaborated the regulatory documents: Selection Criteria for the supervisor of the master's thesis and Instructions for completing, submitting and evaluating the master's thesis, where it is reflected the rights and duties of the supervisor, process of appointing, process of the supervision/co-supervision, also Master thesis topic and supervisor selection procedures and approval procedure. Regarding procedures experts panel was assured HEI has elaborated the vision of the procedural framework, however, it is suggested to include the instruction for changing the supervisor of the master's thesis, in the „Selection Criteria for the supervisor of the master's thesis”.

MA students of educational programs grouped in educational program cluster have high-qualified specialists of the field supervisors. There are 9 academic staff members within the program who possess the competence to supervise or co-supervise master's theses, The regulatory documents specify that a person cannot be the supervisor of more than two master's students during one semester.

During visit interviews the master's thesis supervisors told experts that they have regular consultations with the master's students. The frequency of consultations corresponds to the program's specifics and research topic (minimum ones in a week). The supervisor is mandated to supervise the work of the master's student, they guide students regarding: research project, source selection, formulation of the research problem, development of research questions and hypotheses. During visit interviews alumni expressed their positive attitude to their supervisors.

During visit interviews the head of QA service expressed that MA Students have the opportunity to assess cooperation with the scientific supervisor within a focus groups (student satisfaction) conducted by the university. Because this process can't show the comprehensive information, it is suggested to develop mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA theses, to ensure the effective implementation and development of the supervision/ co-supervision process.

<b>Data related to the supervision of master's/doctoral students</b> <b>Programme 1 (name, level)<sup>10</sup></b>	
Number of master's/doctoral theses supervisors	<b>9</b>
//Number of doctoral thesis supervisors	-
Number of master's students	<b>96</b>
//Number of doctoral students	-
Ratio - supervisors of master's theses/master's students	<b>96/9</b>
Ratio - supervisors of doctoral theses/doctoral students	-

#### **Evidences/Indicators**

- Interviews during site visit with different stakeholders;
- Self-Assessment Report of Accreditation of Educational Programs Grouped in Educational Program Cluster;
- Rules governing the educational process;
- Instructions for completing, submitting and evaluating the master's thesis;
- Selection Criteria for the supervisor of the master's thesis;

#### **General suggestions of the cluster:**

- It is suggested to include the instruction for changing the supervisor of the master's thesis in the „Regulation for Selection Criteria for the supervisor of the master's thesis”;
- It is suggested HEI thinks of developing additional mechanisms for comprehensive evaluation of the quality of the activities of the supervisor and co-supervisor of MA theses, for ensuring the effective implementation and development of the supervision/co-supervision process.

<sup>10</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

It is suggested to give more clear directions to students from master thesis supervisors about citation of literary sources and on compliance with using the rules of APA Style in the master thesis.

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s): none**

**Suggestion(s): none**

**Programme 2 (Sports Management, Master)**

**Recommendation(s): none**

**Suggestion(s): none**

**Evaluation**

**Compliance of the programmes with the standards**

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

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### 4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
  - The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
  - The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
  - Programme students are provided with an adequate number of administrative and support staff with relevant competence.
- 

### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Programme staff consists of qualified persons who have the necessary competences in order to help students to achieve the programme learning outcomes. Based on the documentation provided by the university and the results of the interview, it can be said, that programs within the cluster are implemented by qualified academic, affiliated and invited lecturers and persons in the relevant field. They have the necessary competences and academic knowledge, experience to attain the specified learning outcomes outlined in the programs. They are involved in the program in accordance with the legislation and internal regulations of the university. This is attested by documentation verifying their qualifications, including diplomas and resumes, as well as supported by scientific papers, publications, and various types of work undertaken over the past 5 years. Academic staff is selected through open competition, the selection procedure is fair and transparent.

As it became clear during the interview with university administration, the university pays a lot of attention to attracting young, qualified staff and has a strategy to attract more staff with practical backgrounds. There are lots of invited lecturers, they seem to be motivated and seem to stay longer, however, HEI should focus on recruiting more academic staff. According to the interview with administration, it is important to train personnel in the sports field, they consider conducting short-term courses in order to adapt them to this specific. Also, HEI might consider the involvement of sport employers to deliver workshops, trainings, seminars, etc. This is important in order to strengthen and promote the professional development of personnel. Employers expressed their readiness and desire during the interview to share their experience and knowledge with the colleagues. In addition, it has been revealed that they are thinking about increasing the staff because the number of applicants for university admission is increasing.

The number and workload of program academic/scientific and invited staff ensures the sustainable running of the educational process and also proper execution of their research, creative, performance activities and other assigned duties. The methodology for the development of the scheme of maximum workload of the academic staff has been developed and is functioning at the university. As it became known during the interview, since the sports-related subjects are specific, most of the lecturers are employed only at this university.

The number and workload of the academic and invited staff implementing both bachelor's and master's programs are appropriate for the smooth conduct of the educational process as well as the regular performance of scientific research and other activities assigned to them.

The ratio between academics, including affiliated academic and invited staff, the number of students and the balance between them ensure the sustainability of the programs.

The heads of the Bachelor's and Master's programs have the knowledge and experience necessary for the elaboration of the programs, also the appropriate qualification and competence in the sports field. They are directly involved in the implementation and teaching processes of the programs. They have many years of experience in program supervision. This is confirmed by the provided documents and interviews results as well.

The programs are staffed with adequate numbers and competent administrative and support personnel. These persons are responsible for the administration processes and are employed in various units such as the Student Career Development and Alumni Relations Service, Sports and Culture Service, Scientific Research Service, International Relations Service. 10 administrative staff support the students.

**Description and Analysis - Programme 1 (Business administration and sports management (Bachelor)**

The program is provided with the human resources necessary for its implementation and they have appropriate qualifications. Documentation (provided by HEI) and interview results showed, that they have an experience of participating in international conferences, have completed various professional training courses, attended congresses, advanced Sport Management Courses, etc. Some of them have a practical background in the sports field, have done scientific works, researches and publications as well.

<b>Programme 1 (name, level)<sup>11</sup> Business Administration and Sports Management (Bachelor)</b>				
<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	Number of Programme Staff	Including the staff with sectoral expertise <sup>12</sup>	Including the staff holding PhD degree in the sectoral direction <sup>13</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>27</b>	<b>11</b>	<b>10</b>	<b>9</b>

<sup>11</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>12</sup> Staff implementing the relevant components of the main field of study

<sup>13</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Professor	2	2	2	2
- Associate Professor	13	5	5	6
- Assistant-Professor	1	1	1	1
- Assistant				
Invited Staff	11	3	2	–
Scientific Staff				–

The ratio of academic scientific personnel to invited personnel is 15/11.

#### Description and Analysis - Programme 2 (Sports Management (Master))

The majority of staff is common in both programs, so the narrative concerning the qualification of staff applies for both programmes.

Programme 1 1(name, level) <sup>14</sup> Sports Management (Master)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise <sup>15</sup>	Including the staff holding PhD degree in the sectoral direction <sup>16</sup>	Among them, the affiliated academic staff
<b>Total number of academic staff</b>	<b>14</b>	<b>6</b>	<b>5</b>	<b>6</b>
- Professor	1	-	-	
- Associate Professor	7	5	5	5
- Assistant-Professor	1	1	-	1
- Assistant				
Invited Staff	5			–
Scientific Staff				–

#### Evidences/Indicators

- Interview Results
- Appendix 1.1.1 BA Bachelor's Program in Business Administration and Sports Management
- Appendix 1.1.2 MA Master's Program in Sports Management
- Appendix 1.4.1. Methodology of educational program planning, development, approval and cancellation procedure
- Appendix 2 Personnel BA

<sup>14</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>15</sup> Staff implementing the relevant components of the main field of study

<sup>16</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Appendix 2 Personnel MA
- Appendix 3 Main Report Unit
- Appendix 4.1.1 personal data (CVs) and qualification documents (diplomas) of the academic and invited personnel involved in the implementation of the programs, including the heads of the program;
- Appendix 4.1.2 University organisational chart, structure;
- Annex 4.1.3 Job descriptions and qualification requirements for administrative and support staff;
- Appendix 4.1.4 Affiliation Rule;
- Appendix 1.4.1 "Methodology of educational program planning, elaboration and development".
- Self-evaluation of educational programs

**General recommendations of the cluster: none**

**General suggestions of the cluster:**

- HEI might consider recruiting more academic staff with the sectoral expertise and the involvement of employers to deliver workshops, trainings, seminars, etc.

**Recommendations and suggestions according to the programmes:**

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s): none**

**Suggestion(s): none**

**Programme 2 (Sports Management, Master)**

**Recommendation(s): none**

**Suggestion(s): none**

## Evaluation

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.2 Qualification of Supervisors of Master's and Doctoral Students

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

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

##### Description and Analysis - Programme 2 (Sports Management (Master))

The university has developed a "Criteria for the selection of the supervisor of the master's thesis". The document describes the requirements for the supervisor of the master's thesis. According to this document, the supervisor of the master's thesis can be an academic staff member of the Sports University or invited personnel. In addition, person may not be the supervisor of more than two master's students during the one semester. Master's student may have one or more supervisors who have scientific research experience relevant to the research topic.

Taking into account the specifics of the educational program, a person with a master's degree or an equivalent degree, who has rich practical coaching/sports organization administration experience (not less than 5 years) and master's thesis supervision experience in the last 5 years may be admitted as the supervisor of the master's thesis.

Currently, there are eight academic staff at the university who are engaged in the program as supervisors of the master's thesis.

Programme 1 (Sports Management, Master) <sup>17</sup>			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction <sup>18</sup>	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	<b>8</b>	<b>5</b>	<b>8</b>

<sup>17</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>18</sup> These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Professor	1	1	1
- Associate Professor	7	4	7
- Assistant-Professor			
Invited Staff			-
Scientific Staff			-

### Evidences/Indicators

- Interview Results
- Appendix 1.1.1 BA Bachelor’s Program in Business Administration and Sports Management
- Appendix 1.1.2 MA Master’s Program in Sports Management
- Appendix 4.1.1 personal data (CVs) and qualification documents (diplomas) of the academic and invited personnel involved in the implementation of the programs, including the heads of the program;
- Appendix 1.4.1 "Methodology of educational program planning, elaboration and development";
- Appendix 4.1.3 Administrative and support staff job descriptions and qualification requirements;
- Appendix 4.1.4 Affiliation Rules.
- Self-evaluation of educational programs
- Criteria for the selection of the supervisor of the master's thesis

General recommendations of the cluster: none

General suggestions of the cluster: none

#### Programme 1 (Business Administration and Sports Management, Bachelor)

Recommendation(s): none

Suggestion(s): none

#### Programme 2 (Sports Management, Master)

Recommendation(s): none

Suggestion(s): none

### Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students

**Complies with requirements**

**Substantially complies with requirements**

**Partially complies with requirements**

**Does not comply with requirements**

**Programme 1 (Business  
administration and sport  
management (Bachelor))**  
**Programme 2 (Sports  
management (Master))**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
  - The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
- 

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

According to the documents provided by the university and interview results, The Quality Assurance Office, regularly evaluates both the educational and scientific activity of the academic and invited staff implementing the program. “Analysis of the results of the internal assessment of quality assurance” document allows to understand the extent to which the result determined by the syllabus, namely the target mark, has been achieved in each subject.

The results of the assessment are used both to motivate the staff and to improve the identified needs. The evaluation results are communicated individually to each staff member, the program manager, the head of the scientific center and the head of the relevant department for further response. The Quality Assurance Office will use the evaluation results to improve the implementation of the educational program and for the professional development of academic, scientific and invited personnel.

At the end of each semester, students evaluate the study course's flow and the lecturer who implements it. The main purpose of the survey is to evaluate the lecturers, study the students' needs, and identify and analyze the strengths and weaknesses of the lecturers.

As it was revealed during the interview with academic staff, a “Personnel record sheet” is sent by the Quality Assurance Office, where they describe work, they have done. They also receive the feedback and their performance is evaluated on the basis of this data.

To promote the development of academic and invited personnel, most of the academic staff are involved in national and international conferences, workshops and seminars. The university is engaged in several international exchange programs (Erasmus) and international mobility is available for the personnel implementing the mentioned program. HEI has capacity to develop staff more with practical skills, involving more experts and relevant people in different events, attract relevant personnel to share knowledge of project management and sport event planning, aimed at providing development opportunities for staff.

Based on the documents provided by the university and the results of the interviews, it was revealed that they actively cooperate with universities in such countries as Lithuania, Poland, Hungary, Romania, etc. The university also supports them in scientific research activities and the publication of scientific works. HEI also supports staff in purchasing literature and constantly takes into account what is necessary for academic and scientific work. As for the invited lecturers stated during the interview, the university helped them to take special online courses and also allocated funds for the translation of materials needed for the courses.

#### **Evidences/Indicators**



- Appendix 4.3.1. Evaluation of academic and invited staff;
- Appendix 4.3.2 Academic and Invited Staff Satisfaction Survey;
- Annex 4.3.3 Analysis of job satisfaction survey;
- Appendix 4.3.4 Methodology for developing the staff limit load scheme for academic personnel;
- Appendix 4.3.5 The rule for evaluating the quality of research activity and research productivity of staff;
- Appendix 4.3.7 Provision of the Human Resources Management Framework;
- Appendix 4.3.9 Invitation to Conference;
- The method of evaluating the quality of research activity and research productivity of personnel;
- Appendix 2.2.3 Report of the scientific-research service;
- Appendix 3.1.8 Report of International Relations Service
- Interview results
- Self-evaluation of educational programs

**General recommendations of the cluster: none**

**General suggestions of the cluster:**

- In order to develop staff and strengthen practical skills, it is advised to involve more practical experts and relevant people in different events, attract relevant personnel to share knowledge of project management and sport event planning, aimed at providing development opportunities for staff.

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s): none**

**Suggestion(s): none**

**Programme 2 (Sports Management, Master)**

**Recommendation(s): none**

**Suggestion(s): none**

**Evaluation**

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Business administration and sport management (Bachelor))</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2 (Sports management (Master))



#### 4.4. Material Resources

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

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#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Accreditation experts visited 49 I. Chavchavadze Ave, where university administration is located. Due to the rehabilitation of the famous Sport University building, the university has designated temporary locations for use. These are Vazha-Pshavela Ave. 76b (Culture, sport and Youth Affairs Agency) and Anna Politkovskaia St. 26, Sokhumi State University building. Currently the lectures are held at Sokhumi State University building, but process of moving to Vazha-Pshavela Ave. 76b is underway. The students will be greeted by light and well-equipped 26 auditoriums, modern computer classes and library, professor's room and student self-government space, there is also separate space for students.

Experts inspected both buildings and auditoriums for students. During the visit, experts checked the books as defined by the syllabus. It should be noted that some of the books had already been moved from the library of the Sukhumi University building. The programs are provided with appropriate coursebooks and methodical literature. The library of the university provides the students with relevant printed and electronic textbooks, teaching-methodical and scientific literature, as well as English-language textbook readers. Foreign language learning materials, including electronic textbooks and periodicals, serve as compulsory and additional literature. Students have electronic access to the university's educational library, further supporting their utilization of these materials. Students are served by appropriately qualified staff.

Students have access to such electronic international bases as: Cambridge Journals online, e-Duke Journals Scholarly Collecton, ImechE Journals, Mathematical Sciences Publishers Journals, Openetition Journals. However, it should be noted that access to these bases is possible only from the university.

In order to increase the students' awareness and active involvement in the educational process, the electronic system (Start) is operating at the university. Both students and the academic staff have access to this website. With this systems, students are informed about the study table, exam schedule, syllabuses, etc. Contact with academic staff is made through it.

University students and academic staff have access to the university website: <http://sportuni.ge>

#### Evidences/Indicators

- Appendix 4.4.1 Documentation confirming ownership of the real estate in use by the Teaching University;
- Computer classrooms and study cabinets in the Teaching University;
- Correspondence of the book stock in the library with the compulsory literature indicated in the

- programs.
- Interview results
- Self-evaluation of educational programs

**General suggestions of the cluster:**

- It will be better if students have access to the electronic international bases, not only from the university network.

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s):** none

**Suggestion(s):** none

**Programme 2 (Sports Management, Master)**

**Recommendation(s):** none

**Suggestion(s):** none

**Evaluation**

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4.5. Programme/Faculty/School Budget and Programme Financial Sustainability**

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

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Based on the interviews and provided documents about the university budget of the 2022-2023 academic year for the Bachelor program, it became known for the experts, that income consists of students fee and

is 216 000 GEL The expenses are also defined in the budget, among them are: Salary of academic and invited staff -150 000 GEL;

Salary of the academic and invited personnel sent to practice-3 000 GEL;

Expenditures aimed at the promotion of research activities 10 000 GEL

- Costs of participation in local and international conferences;
- Cost of publication of textbooks;
- Article publication costs;
- Costs of accessing international library databases.

Costs in total- 925 00 GEL

**Balance - 108500 GEL**

University Budget of the 2023-2024 academic year for the Master's program, income consists of students fee and is 362 250 GEL. The expenses are also defined in the budget, among them are: Salary of academic and invited staff -175 000 GEL;

Expence of practice facility-2 000 GEL;

Salary of the academic and invited personnel sent to practice-3 000 GEL;

Expenditures aimed at the promotion of research activities 10 000 GEL

- Costs of participation in local and international conferences;
- Cost of publication of textbooks;
- Article publication costs;
- Costs of accessing international library databases.

Costs in total- 260500 GEL

**Balance - 101 750 GEL**

The allocation of financial resources from the university budget for the program is done in an economically achievable manner.

**Evidences/Indicators**

- Budget of the 2023-2024 academic year of the undergraduate educational program and the sports management master's program of Business Administration and Sports Management of the Faculty of coaches of Georgian State Teaching University of Physical Education and sports
- Appendix 4.5.1 Regulation of Finance and Procurement Department
- Appendix 4.5.2 Program budget
- Interview Results
- Self-evaluation of educational programs

**General recommendations of the cluster: none**

**General suggestions of the cluster: none**

**Programme 1 Business Administration and Sports Management, Bachelor)**

**Recommendation(s):** none

**Suggestion(s):** none

**Programme 2 (Sports Management, Master)**

**Recommendation(s):** none

**Suggestion(s):** none

**Evaluation**

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sports management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

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### 5.1. Internal Quality Evaluation

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

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#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Internal Quality Assurance mechanisms at the Georgian State Teaching University of Physical Education and Sport are defined by the Regulation of the Quality Assurance. Internal quality assurance mechanism includes the systemic surveys and evaluations of curricula, services, and resources. The QA Office focuses on annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring, identify objectives and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, the accreditation panel finds that programme evaluation is mostly consistent at the university and assessment results are generally utilized for programme improvement.

Programme quality assurance is based on the PDCA - “plan –do – check - act” principle. Students, graduates, employers, academic and invited staff are generally involved in the internal quality assessment process. Internal Quality Assurance coordination is carried out by the university's central and faculty Quality Assurance Services. The central quality assurance service is responsible for ensuring quality of teaching and research activities, focusing on the evaluation of the educational and scientific-research activities of the university, evaluation of communication with representatives of structural units of the University and defining the level how well lecturers are informed concerning the relevant regulations and mechanisms. Therefore, the QA office cooperates and encourages the involvement of the programme staff to ensure the evaluation process is constructive, coordinating the self-assessment process of programs and the whole university. Self-Evaluation Report of the programme is prepared with the involvement of academic and administrative staff. The interviews confirmed that the self-assessment process and relevant task distribution among the working group has ensured their engagement and identification of areas for improvements, as well as relevant possibilities for future development. However, it is recommended that internal quality assurance office together with all stakeholders constantly works on the elimination of weaknesses, inaccuracies identified in syllabi and curricula during the elaboration of self-evaluation report and programme assessment.

Internal quality evaluation processes also incorporates necessity-based and need assessment surveys for purposely identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the satisfaction, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services.

#### **Evidences/Indicators**

- Self-Evaluation Report
- Regulation of Quality Assurance Office
- Internal and External Evaluation results
- Survey forms and results
- Interview results

**General recommendations of the cluster:** It is recommended that internal quality assurance office together with all stakeholders constantly works on the elimination of weaknesses, inaccuracies identified in syllabi and curricula during the elaboration of self-evaluation report and programme assessment.

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and Suggestions according to the programmes (if any):** Please, write the developed recommendations and suggestions according to the individual programmes

**Programme 1 (Business Administration and Sports Management, Bachelor)**

**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Sports Management, Master)**

**Recommendation(s):**

**Suggestion(s):**

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## Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. External Quality Evaluation

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

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### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

External quality assurance at HEI is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University Central Quality Assurance Office reviews recommendations and suggestions and the findings are introduced to the departments for further consideration. The QA office ensures compliance of the developments with the received recommendations. The programme also actively uses the external evaluation from local and/or international experts.

Both programmes have been evaluated by the field expert from Global Institute for Responsible Sport Organizations, School of Kinesiology-Sport Management University of Minnesota. The reviews highlighted limitations and opportunities for programmes, including recommendations. The programme team has considered expert's findings during the working process and considered major recommendations – worked on reviewing courses in two programmes not to be repeated and in case of similar courses, ensuring the different levels of attaining learning outcomes, as well as they reviewed and updated curricula with more field relevant courses.

#### Evidences/Indicators

- Self-Evaluation Report
- Regulation of Quality Assurance Office
- Internal and External Evaluation results
- Survey forms and results
- External Evaluation Documents
- Interview results

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and Suggestions according to the programmes (if any):** Please, write the developed recommendations and suggestions according to the individual programmes

**Programme 1 (Business Administration and Sports Management, Bachelor)**



**Recommendation(s):**

**Suggestion(s):**

**Programme 2 (Sports Management, Master)**

**Recommendation(s):**

**Suggestion(s):**

## Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.3. Programme Monitoring and Periodic Review

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

### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

For programme development and service improvement, the QA Office at University ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with staff, students, graduates, and employers are central tools for implementing monitoring of the educational programmes of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organized. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Office monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. Programme benefits from the practice of sharing international experiences that contribute to the programme's individualism, best available international practices and opportunities to implement within the programmes. The programme's team has analyzed analogue programmes at University of Portsmouth, UK, International Business School, Germany and GBSB Global Business School, Malta. In the process of analysis programmes content, duration, qualification to be awarded

and practical components have been considered that altered the relevant changes in the Business Administration and Sports Management Bachelor's and sports Management Master's programmes.

### Evidences/Indicators

- Self-Evaluation Report
- Regulation of Quality Assurance Office
- Internal and External Evaluation results
- Survey forms and results
- External Evaluation Documents
- Analysis of analogue programmes
- Interview results

**General recommendations of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**General suggestions of the cluster:** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

**Recommendations and Suggestions according to the programmes (if any):** Please, write the developed recommendations and suggestions according to the individual programmes

#### Programme 1 (Business Administration and Sports Management, Bachelor)

**Recommendation(s):**

**Suggestion(s):**

#### Programme 2 (Sports Management, Master)

**Recommendation(s):**

**Suggestion(s):**

### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme  
Monitoring and Periodic  
Review

**Complies with  
requirements**

**Substantially  
complies with  
requirements**

**Partially complies  
with requirements**

**Does not comply  
with requirements**

Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Business administration and sport management (Bachelor))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Sports management (Master))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: LEPL. The Georgian State Teaching University of Physical Education and Sport

Name of Higher Educational Programmes, Levels: Business Administration and Sports Management (Bachelor); Sports Management (Master)

### Compliance of the programmes with the standards

<b>Contents</b> <b>Standard</b>	<b>1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering</b>	<b>3. Student Achievements, Individual Work with them</b>	<b>4. Providing Teaching Resources</b>	<b>5. Teaching Quality Enhancement Opportunities</b>
<b>Programme 1 (Business administration and sport management (Bachelor))</b>	Substantially compliance with requirements	Substantially compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements
<b>Programme 2 (Sports management (Master))</b>	Substantially compliance with requirements	Substantially compliance with requirements	Compliance with requirements	Compliance with requirements	Compliance with requirements

### Signatures

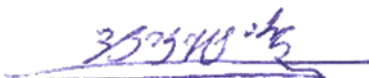
#### Chair of Accreditation Experts Panel



Professor Dr. Rüdiger Lohmann, TH-Lübeck, Germany

#### Of the member(s) of the Accreditation Experts Panel

Vasil Kikutadze



Maia Chincharashvili

მ. ჩინჩარაშვილი

Tamta Tskhovrebadze

თ. ტხოვრებაძე

Davit Kakiashvili

დ. კაკიაშვილი