



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Physical Medicine and Rehabilitation, Second level of higher education (Master's)

LEPL Georgian State University of Sport

Evaluation Date(s): 08-Apr-2025

Report Submission Date: 07-May-2025

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Georgian State University of Sport
Identification Code of Institution	205304357
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Igor Pantić, University of Belgrade, Faculty of Medicine, Serbia
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Member (Name, Surname, HEI/Organisation, Country)	Giorgi Mgvdeladze, PhD student, Tbilisi State Medical University

¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ფიზიკური მედიცინა და რეაბილიტაცია
Name of Higher Education Programme (in English)	Physical Medicine and Rehabilitation
Level of Higher Education	Second level of higher education (Master's)
Qualification to be Awarded ²	Master of Physical Medicine and Rehabilitation
Name and Code of the Detailed Field	0915 Therapy and Rehabilitation 0915.1.1 Physical Medicine and Rehabilitation
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	Georgian
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Non-accredited
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ 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 Education Programme⁴

The Master's Programme in **Physical Medicine and Rehabilitation** at the Georgian State University of Sport is a second-cycle programme awarding the qualification of **Master of Physical Medicine and Rehabilitation** in accordance with the 0915.1.1 Therapy and Rehabilitation field classification. The programme is delivered in Georgian, consists of 120 ECTS credits, and spans four semesters. It includes 82 ECTS of compulsory major field courses, 8 ECTS of elective courses, 15 ECTS dedicated to professional practice, and 15 ECTS for the Master's thesis. Admission requires a Bachelor's degree and successful completion of internal and unified Master's examinations, with additional English proficiency requirements. Supported by 19 academic and invited staff members (of whom 7 hold a PhD in the sectoral field), the programme emphasizes theoretical instruction, practical skills development, and scientific research competencies, aiming to meet national healthcare priorities and labor market needs.

■ Overview of the Accreditation Site Visit

The accreditation site visit for the Master's Programme in Physical Medicine and Rehabilitation at the Georgian State University of Sport was conducted in accordance with the applicable national accreditation procedures. During the visit, the Expert Panel met with university leadership, programme coordinators, academic and invited staff, students, graduates and employers. The panel reviewed key documents, including the Self-Evaluation Report, programme syllabi, internal quality assurance mechanisms, and evidence of practical training and material resources. Site inspections of teaching facilities, libraries, laboratories, and practice areas were carried out to verify the infrastructure supporting the programme. The visit confirmed that the institution demonstrates a commitment to the continuous development of the programme and engages stakeholders in the quality assurance process. Observations and interviews provided essential insights that informed the final conclusions and recommendations of the Expert Panel.

■ Brief Overview of Education Programme Compliance with the Standards

The Master's Programme in Physical Medicine and Rehabilitation substantially complies with the national accreditation standards. The programme's objectives and learning outcomes are well-defined, relevant to the field, and aligned with the institution's mission and strategic goals. The teaching methodology, student assessment procedures, and organization of the educational process are appropriate for the programme's level and learning outcomes. Human and material resources, including qualified academic staff and adequate infrastructure, are sufficient to support the programme's sustainability. The university demonstrates a functioning internal and external quality assurance system, and evidence of systematic programme monitoring and periodic reviews is in place. Minor areas for improvement were identified, such as clarifying admission prerequisites and expanding opportunities for international collaboration and staff development. Overall, the programme shows a strong foundation for achieving its intended academic and professional outcomes.

■ Recommendations

1.2 Component

⁴ When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

Implement systematic tracking of learning outcomes across student cohorts using both qualitative and quantitative methods.

1.3 Component

Adopt quantitative rubrics for assessing outcomes to improve objectivity, even in programs with small student numbers.

1.5 Component

Stay updated with advancements in physical medicine, particularly developments in AI and robotics.

2.1 Component

Clarify admission criteria by explicitly listing eligible bachelor's degree fields to improve transparency for prospective students.

2.3 Component

Enhance faculty development by offering additional training in modern pedagogical methods and assessment strategies.

■ Suggestions for Programme Development

1.1 Component

Regularly update programme objectives to reflect advancements and emerging trends in physical medicine and rehabilitation.

Strengthen international collaboration by incorporating joint projects with foreign institutions to broaden student exposure.

1.2 Component

Conduct targeted alumni surveys to assess the real-world applicability of acquired competencies.

1.3 Component

Train academic staff on interpreting learning outcome data and using it to adjust course content and delivery.

Use digital tools such as dashboards to visualize and track student progress across learning outcomes.

1.4 Component

Develop interdisciplinary modules that integrate physical rehabilitation with public health, sports science, and clinical medicine.

Align course titles and descriptions with international terminology to support global recognition and student mobility.

1.5 Component

Introduce contemporary content such as AI in rehabilitation and digital health tracking within the curriculum.

4.1 Component

Improve structural consistency in documentation (e.g., standardize terms like “program leader” vs. “head”) and relocate lengthy name listings to annexes.

Enhance support for staff development, including mechanisms for onboarding new staff, continuous professional training, and incentive-based reward systems linked to performance evaluation outcomes.

■ Brief Overview of the Best Practices (if applicable)⁵

The programme demonstrates several notable best practices, including the integration of professional practice with dual academic and field supervision, which increases the probability of the development of both clinical and research competencies. The university actively supports student and staff participation in scientific activities through internal funding schemes and international mobility opportunities. The systematic application of the PDCA (Plan-Do-Check-Act) cycle within the internal quality assurance framework ensures continuous programme improvement. Additionally, the use of peer observation among academic staff for developmental evaluation reflects a strong commitment to enhancing teaching quality.

■ Information on Sharing or Not Sharing the Argumentative Position of the HEI

The HEI agreed with the remarks of the report and provided adequate answers. The Expert Panel shares the argumentative position of the Higher Education Institution regarding the Master's Programme in **Physical Medicine and Rehabilitation**.

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

N/A

⁵ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

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 HEI. 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.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and 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 Education Programme's Compliance with the Requirements of the Component of the Standard

The objectives of the Master's programme in Physical Medicine and Rehabilitation appear to be well formulated and aligned with the strategic goals and mission of the Georgian State University of Sport. The objectives address national healthcare priorities and societal needs by and are focused on developing qualified professionals equipped to meet local and international labor market demands in the rehabilitation sector.

The programme is designed to train graduates with an integrated understanding of physical medicine and rehabilitation, clinical reasoning, and ethical responsibility. It stresses independent research, and professional development. These objectives are specific and well-suited for the field and are consistent with the respective level of the National Qualifications Framework. The program objectives consider the specificity of the field of physical medicine and rehabilitation, as well as the level and the educational programme.

The objectives also reflect stakeholder input, including from students, faculty, employers, and international partners. Notably, the programme development was informed by benchmarking against international institutions (e.g., Lithuanian Sports University, University of British Columbia), and local partners such as Tbilisi State Teaching University. Labour market analysis and consultations with clinical partners have increased the probability that the programme addresses current and projected needs in rehabilitation services.

Evidences/Indicators

- Educational Program

- Self-evaluation Report
- Interview results

Recommendations:

Suggestions for the Programme Development

- Regularly update programme objectives to reflect advancements and emerging trends in physical medicine and rehabilitation.
- Strengthen international collaboration by incorporating joint projects with foreign institutions to broaden student exposure.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	☒	☐	☐	☐

1.2 Programme Learning Outcomes

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme defines ten core learning outcomes, covering theoretical knowledge (e.g., understanding pathologies and rehabilitation methods), practical skills (e.g., conducting health assessments, planning and applying rehabilitation programs), critical and clinical reasoning, scientific research competencies, ethical and legal responsibility, and teamwork within interdisciplinary environments. The learning outcomes appropriately reflect the complexity of the respected cycle of higher education and are achievable, measurable, and relevant to the field. The learning outcomes

are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded. Both theoretical and practical knowledge that the students are expected to gain correspond to the MSc level of education. The learning outcomes are in agreement with the sectoral benchmarks developed based on the National Qualifications Framework (NQF).

The proposers present a table / map illustrating the relevance of the program goals to the learning outcomes. This allows for a coherent learning trajectory, supported by elective and core courses, practical

training, and a research thesis. It is also stated that during the evaluation and revision phase of the program, potential employers, graduates, and students were given the opportunity to assess the learning outcomes.

Evidences/Indicators

- Educational Program
- Self-evaluation Report - Annex 1.2.1 and Annex 1.2.2
- Interview results
- Stakeholder input from interviews and reports

Recommendations:

Implement systematic tracking of learning outcomes across student cohorts using both qualitative and quantitative methods.

Suggestions for Programme Development

Conduct targeted alumni surveys to assess the real-world applicability of acquired competencies.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	☐	☒	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle 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 Education Programme's Compliance with the Requirements of the Component of the Standard

According to the documents and the results from the interview, the institution has established a formal mechanism for the evaluation of programme learning outcomes. The assessment framework includes both direct and indirect methods. Direct assessment is performed through students' performance in

selected core courses, while indirect assessment involves feedback from students, graduates, and employers.

The programme learning outcomes are evaluated through student assessments, feedback surveys, clinical practice evaluations, and thesis performance. The Quality Assurance Office and Programme Director ensure alignment between course and programme outcomes. To ensure relevance, the programme is benchmarked against similar Master's programmes within the European Higher Education Area and aligned with Level 7 of the National Qualifications Framework. The systematic involvement of external stakeholders—including employers, partner clinics, professional associations, and alumni—is a key component of the programme's quality assurance process. Stakeholders are engaged through structured consultations, employer satisfaction surveys, participation in curriculum review committees, and formal feedback mechanisms following clinical placements. Their input is regularly analyzed and used to update and improve programme learning outcomes to ensure they remain aligned with labor market needs and professional standards.

Each course within the programme defines a target mark that enables tracking of individual and aggregated achievement. The university conducts periodic evaluations, notably one year after a cohort graduates, which helps capture medium-term outcomes. The evaluation data feeds back into programme revisions—modifications in literature, learning activities, and even admission requirements have resulted from such analyses. The university has a designated quality assurance structure and documentation (e.g., Table N4: "Plan for the Evaluation of Learning Outcomes") that outlines the learning outcomes to be assessed, methods, tools, and timelines. This approach demonstrates clear procedural commitment.

Evidences/Indicators

- Site visit discussions with QA staff, programme coordinators, and academic members
- Educational Program
- Self-evaluation Report

Recommendations:

Adopt quantitative rubrics for assessing outcomes to improve objectivity, even in programs with small student numbers.

Suggestions for the Programme Development

Train academic staff on interpreting learning outcome data and using it to adjust course content and delivery.

Use digital tools such as dashboards to visualize and track student progress across learning outcomes.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	☐	☒	☐	☐

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The enclosed documents demonstrate a logically structured, coherent, and content-rich curriculum designed in accordance with the university's internal regulations and the national legal framework, including the National Qualifications Framework and ECTS guidelines. The programme was developed using a four-phase methodology: preparation, internal and external data analysis, programme planning, and implementation evaluation. The total volume of the programme is 120 ECTS credits, distributed as follows: 82 ECTS for compulsory major field courses, 8 ECTS for electives, 15 ECTS for practical components, and 15 ECTS for the research component (Master's thesis). The curriculum is well-aligned with the programme's goals and intended learning outcomes and addresses current labor market needs. The inclusion of practical components in several courses ensures that students develop applied skills relevant to clinical and rehabilitation settings. The programme's content reflects its individuality by integrating interdisciplinary approaches and offering unique elective courses tailored to students' specific professional interests. It also incorporates recent scientific findings and advances in modern rehabilitation, ensuring students are exposed to evidence-based practices and emerging technologies. Faculty members regularly update course materials based on new research and international developments in the field. Taking into account the global nature of rehabilitation science, the programme emphasizes internationalization by including references to global standards, modern therapeutic approaches, and cross-national case studies. Opportunities for international collaboration,

exchange, and thesis co-supervision are embedded in the programme's structure, which supports the development of globally competent professionals.

Evidences/Indicators

- Interviews with programme head, faculty, and students
- Self-evaluation Report Section 1.4
- Documentation of course integration and modification
- Observation of course design and sequencing during the site visit

Recommendations:

Suggestions for the programme development

- Develop interdisciplinary modules that integrate physical rehabilitation with public health, sports science, and clinical medicine.
- Align course titles and descriptions with international terminology to support global recognition and student mobility.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☒	☐	☐	☐

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 Education Programme's Compliance with the Requirements of the Component of the Standard

The structure, credit distribution, and content of each course have been designed to ensure progression from basic knowledge acquisition to the development of complex practical and analytical skills, in accordance with Level 7 descriptors of the National Qualifications Framework. The courses syllabus

includes clearly defined learning outcomes categorized as introductory, deepening, or reinforcement. Also, they include appropriate teaching and assessment methods, relevant study materials. There is a balance of contact and independent learning hours, Specific evaluation criteria and minimum competency thresholds are also provided.

The compulsory courses form a coherent basis in physical medicine, rehabilitation, clinical assessment, biomedical research, and professional ethics. The elective courses provide further opportunities for specialization and personal academic interest (i.e. sports nutrition, visual impairment rehabilitation, rehabilitation in pediatric populations, medical tourism). The credit allocation (ECTS) across courses appropriately reflects the workload and complexity, and the mapping of course-level outcomes to programme-level outcomes shows thoughtful curriculum design.

Importantly, the compulsory literature and learning resources listed in the syllabi are well-aligned with both course- and programme-level learning outcomes. These materials reflect current achievements and research trends in the field of physical medicine and rehabilitation and are periodically updated to incorporate modern scientific developments. The selected textbooks, clinical guidelines, and research articles are appropriate to the content and specificity of each course, ensuring students engage with up-to-date, evidence-based knowledge and practice.

Evidences/Indicators

- Site visit interviews with academic staff, QA office, and students
- Library catalogue and database access confirmation
- Self-evaluation Report Section 1.5
- Appendix 1.4.1 – Syllabi of academic courses

Recommendations:

- Stay updated with advancements in physical medicine, particularly developments in AI and robotics.

Suggestions for the programme development

Introduce contemporary content such as AI in rehabilitation and digital health tracking within the curriculum.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	☐	x	☐	☐

Compliance of the Programme with the Standard

1. Educational 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	☐

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 achievement of the objectives and expected learning outcomes of the programme.

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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

As outlined in the Educational Program and the Self-Evaluation Report, the admission requirements and procedures for the program are as follows:

- An individual with a bachelor's degree or an equivalent academic qualification is eligible to enroll in the "Physical Medicine and Rehabilitation" master's program;
- The candidate for the master's degree is required to pass the unified master's exam (except in cases established by law) and meet the minimum competence threshold established by law;
- A master's degree candidate will be eligible to participate in the examinations determined by the university if they meet the minimum competency threshold in at least three of the four parts of the unified master's examination test.
- The internal university exams determined by the university are an exam in the specialty and an exam in the English language.
- The exam in the specialty is conducted orally.
- The exam in English is conducted through testing, with a minimum threshold of 51%. The test is for the B2 level.

- Candidates for the master's degree who present a certificate of English language proficiency at the B2 level (FCE, TOEFL, IELTS) are exempted from the exam. Graduates of English-language bachelor's programs are also exempted from taking the exam.

Enrollment in the educational program without having passed the Unified Master's Examination is carried out in accordance with the 'Procedure for the Submission and Review of Documents by Entrants, Master's Degree Candidates, and Students Eligible to Study Without Taking the Unified National or Master's Examinations,' as approved by Order No. 224/N of the Minister of Education and Science of Georgia, dated December 29, 2011. In particular, exemption from the requirement to pass the Unified Master's Examination is permitted under the following circumstances:

- a) For master's degree candidates who have resided in a foreign country for the last 2 or more years and who have obtained a document confirming the academic degree from a higher education institution in that foreign country.
- b) For master's degree candidates who were admitted to a higher educational institution in accordance with the procedure established by Article 52, Paragraph 3 of the Law of Georgia "On Higher Education."
- c) For students who have lived in a foreign country for the last 2 or more years and are pursuing a master's degree at a higher educational institution recognized under the legislation of that country.

Enrollment in the educational program may also be carried out through the mobility rule, in accordance with the procedure for student transfer between higher education institutions, as established by Order No. 10/N of the Minister of Education and Science of Georgia, dated February 4, 2010

The timelines, procedures, and other relevant details regarding enrollment in the educational program through internal mobility are established by a directive issued by the university's rector and are published on the university's official website prior to the initiation of internal mobility procedures.

The admission requirements do not specify which fields of bachelor's degrees are eligible for enrollment in the program. During the interview, it was clarified that the subject-specific entrance examination serves as a mechanism to filter applicants, as those without a background in Physical Medicine and Rehabilitation are unlikely to succeed in the exam. This is viewed as an indirect way of guiding applicants. However, the expert panel recommends clearly stating which bachelor's degree fields are considered eligible for admission to ensure transparency and help prospective students better assess their suitability for the program.

Evidences/Indicators

- Educational program
- Self assessment report
- Interview results
- website

Recommendations:

Clarify admission criteria by explicitly listing eligible bachelor's degree fields to improve transparency for prospective students.

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	☐	☒	☐	☐

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 Education Programme's Compliance with the Requirements of the Component of the Standard

The Master's educational program in *Physical Medicine and Rehabilitation* is designed to cultivate students' practical competencies, foundational research abilities, and transferable skills, while actively engaging them in research initiatives aligned with the program's intended learning outcomes. This objective is achieved through several key mechanisms.

The program structure incorporates a wide range of courses that include practical contact hours alongside theoretical instruction. This integrated approach ensures that students are able to apply theoretical concepts in hands-on settings, thereby reinforcing their understanding and supporting the achievement of both course-specific and program-level objectives.

A vital component of the curriculum is the inclusion of professional practice, which serves as a mandatory, field-specific element and carries academic credit. This element is supported by formal agreements and memoranda of cooperation with various partner organizations, as documented in the program's annexes. These partnerships provide students with real-world opportunities to implement the knowledge and skills acquired during their academic training. The experience gained through this practical engagement enables students to bridge the gap between theoretical instruction and clinical application, thereby refining their professional skills and enhancing their future employability.

The professional practice module is assigned 15 ECTS credits and is specifically designed to facilitate the application of theoretical knowledge in practical contexts. It also assists students in adapting to professional environments. Throughout the internship period, students are supported by dual supervision: a qualified academic mentor from the university and a professional mentor at the host organization. These supervisors play an essential role in monitoring the student's progress and evaluating their performance.

The program places a strong emphasis on research and the development of transferable academic skills. A cornerstone of this effort is the completion of a master's thesis, which is worth 15 ECTS credits. Students are eligible to begin their thesis work after completing all mandatory coursework. Prior to defense, the

thesis must be positively evaluated by both the academic supervisor and an independent reviewer. Topics are selected collaboratively by the student and supervisor, and are formally approved by the faculty council during the first week of the final semester. The program director provides oversight on the technical aspects of thesis development.

This process strengthens students' abilities to conduct independent academic research and serves as a foundation for future scholarly endeavors, including doctoral studies. Moreover, the curriculum supports research competency development through various academic assignments embedded in both core and elective courses. These include the preparation of abstracts, essays, and project presentations, particularly as part of mid-term evaluations.

The program strategically integrates research training with clinical experience to offer students a wide range of career opportunities and a comprehensive understanding of the field. Student participation in research activities is supported by the university's Scientific Research Office, which organizes annual training workshops on critical topics such as plagiarism prevention, academic integrity, and scholarly publishing. Master's students regularly take part in these sessions.

In addition, the university organizes an annual faculty-student conference where students can present their research findings. Students are also encouraged and supported—both academically and logistically—to attend conferences hosted by external institutions. The university further promotes research engagement through its *Rule on the Encouragement, Support, and Financing of Research Activities*, which provides students with both institutional guidance and financial assistance.

To further reinforce students' practical and research competencies, the university allocates targeted funding for student-led initiatives, seminars, and workshops. For instance, in the current academic year, three students from the Faculty of Physical Medicine and Rehabilitation received financial support to attend an international conference, reflecting the university's strong commitment to fostering a research-oriented academic environment.

The university has established multiple memoranda of cooperation with a range of partner organizations that are prepared to provide internship opportunities and to conduct informational sessions and thematic seminars on topics relevant to students and graduates. This comprehensive support framework facilitates students' transition into professional practice and promotes the development of their competencies through experiential learning.

Evidences/Indicators

- Educational Program and Syllabuses
- Interview results
- Website
- Memorandums
- Budget

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	☒	☐	☐	☐

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented 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 Education Programme's Compliance with the Requirements of the Component of the Standard

Key methods used in the program include lectures, seminars, practical sessions with hands-on experience, and group work. These approaches are designed to support active student participation, promote collaborative learning, and ensure the effective acquisition of both theoretical knowledge and practical competencies.

The program specifies that a diverse range of teaching and learning methods is applied within individual study courses, tailored to the content and objectives of each course, as detailed in the respective syllabi. These include interactive and student-centered techniques such as discussion, debate, demonstration, student presentations, analytical exercises, Case-Based Clinical Reasoning (CBCR), Case-Based Discussion (CBD), Case-Based Learning (CBL), Problem-Based Learning (PBL), Workplace-Based Assessment (WPBA), role-play, and clinical case analysis.

Importantly, the teaching and learning methods are flexible and responsive to individual student needs. Where appropriate, individualized learning plans are created, especially for students with specific academic goals, learning styles, or readiness levels. This flexibility supports differentiated instruction and enhances student success.

For international students, the programme ensures that academic, scientific, and invited staff are attentive to their cultural backgrounds, language needs, and educational expectations. Teaching and assessment methods are adapted when necessary to create an inclusive learning environment and support equal participation.

Additionally, the institution is prepared to implement electronic and distance learning formats when required. These methods are designed to remain fully aligned with the programme's intended learning outcomes and preserve the academic integrity and practical orientation of the field. The use of digital tools and platforms ensures that students can continue their education without compromising the programme's objectives.

Finally, while the programme is well-structured in terms of pedagogical approaches, it was noted during interviews that not all lecturers were familiar with modern teaching and assessment methods.

Therefore, it is recommended that the university provide additional training and professional development opportunities to enhance staff competencies in contemporary pedagogy and evaluation techniques.

Evidences/Indicators

- Educational program and syllabuses
- Interview results

Recommendations:

Enhance faculty development by offering additional training in modern pedagogical methods and assessment strategies.

Suggestions for the programme development

Evaluation

Component		Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3.	Teaching and learning methods	☐	☒	☐	☐

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 Education Programme's Compliance with the Requirements of the Component of the Standard

The evaluation of students of educational programme is carried out according to the instructions for managing the learning process of the Georgian State University of Sport, which is in accordance with the statement #3 of the Minister of Education and Science of Georgia.

The instruction includes the evaluation mechanisms of both the educational component and the scientific-research components. The evaluation system and procedures provided by the presented rules and regulations are described in the syllabuses of the teaching courses. Assessment components and criteria are known to students. Students also receive information about the achieved results with the help of an electronic system. They have information about appealing the results. If students feel dissatisfied with the feedback or grades they receive, they have the option to appeal their assessment. An appeals commission is formed to review the student's work and provide a final decision.

The evaluation system of courses (in accordance with the statement of the Minister #3), by which the student's knowledge is evaluated on a 100-point scale, provides for five types of positive and two types of negative evaluation.

The evaluation system encompasses 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.

.(F) Failed – 40 points or less.

HEI has developed the instructions for completing the paper submitted for obtaining the academic degree of Master. The Master's thesis is evaluated according to the commission method and the 100-point evaluation system, which also includes five types of positive and two types of negative evaluation.

A master's thesis is deemed completed if it receives a score of 51 or higher. If the thesis is assessed at 41-50 points, the student may submit a revised version in the subsequent semester. Conversely, suppose the thesis receives a score of 0-40 points. In that case, the student forfeits the right to defend that particular thesis and is permitted to select a new topic for defense before the commission, following the relevant legislation and the university's internal regulations.

The quality assurance service of the faculty regularly analyzes the results of student evaluations.

Evidences/Indicators

- Regulation of the educational process
- Educational program "Physical medicine and rehabilitation"
- Syllabuses
- Interview results.

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☒	☐	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☐
	Substantially complies with requirements	☒
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

The programme 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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of 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 programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Students of Georgian State University of Sport receive appropriate information upon the planning of learning process and improvement of academic achievement, which is achieved via usage of web page and e-mails, giving opportunity for every student to track their achievements in studies, as well as communicate with representatives of the Administration and lecturers.

Sport Uni has as an electronic learning process management system (START), which offers students a variety of functions: Personal information's, semester; GPI, number of accumulated and current credits, program curriculum and syllabi which was confirmed by students. Master's students have the opportunity to benefit from an individual study plan designed to meet their specific needs. To facilitate this, the Georgian State University of Sport has established the "Rules for Developing an Individual Study Plan for Students."

The students interview revealed also that students are getting appropriate communication planning the educational process, improving academic achievement, employment and career development from HEI Staff, e.g., from the Dean's office, the Head of the educational programs, the International Relations Service and QA Department.

The Georgian State University of Sport prioritizes social support for students by implementing a flexible tuition fee payment system. The university collaborates with the International Foundation for Sports, Tourism, and Youth, which provides annual tuition fundings.

The students have opportunities to participate in conferences and other kinds of extracurricular activities. During the interviews with the students, mentioned that one student was in Lithuania by Erasmus + but they would like to have a more opportunity to participate in international exchange programs and in conferences/seminars/trainings.

At the time of interviewing students have mentioned that University has appeal procedures if there is something that do not agree with in the learning process.

During the interviews students noted that they would like to improve their practical skills during studying process.

Evidences/Indicators

- SER
- Educational program
- University website
- Interview results

Recommendations:

Suggestions for Programme Development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	☒	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

In accordance with the regulations of the master's degree, the supervisor of the master's degree can be either academic staff from the university or invited professionals who has scientific research experience last 5 years in the direction of the student's research field.

The supervisor of the master's student determines the staff in agreement with the master's student the work plan, where the title of the master's thesis should be indicated, List of mandatory subjects/modules. Head of Program has regular consultations with the master's student in accordance with the research topic.

The guidelines stipulate that no individual can supervise more than two master's students in a single semester, ensuring an effective student-to-supervisor ratio that facilitates proper academic guidance.

The master's program is served by 19 personnel, 9 affiliated academic staff and 10 invited lecturers. Academic and invited staff are involved in the process of preparing master's programs. Each year, the university advertises approximately 5-6 vacancies for the Master's Program in Physical Medicine and Rehabilitation. Accordingly, the ratio between thesis supervisors and students is 19/12. Students complete their master's thesis in the fourth semester, and the ratio is taken from the number of students in both years.

Head of programs have many years of experience in academic and scientific activities. Head of Program has regular consultations with the MA students, what include periodical evaluation of the scientific progress and giving advices,

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	19
Number of master's/doctoral students	12
Ratio	19/12

Evidences/Indicators

- Master's programs
- Regulations of University
- Study courses and syllabi
- Interview results
- supervisors' CV and research publications

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	☒	☐	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

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 of appropriate competence.

Based on the submitted documentation and findings from on-site interviews, it has been established that the human resources supporting the educational program—both academic and administrative—comply with the relevant standards. The qualifications, professional experience, and competencies of academic, affiliated, and invited staff are well-documented and appropriately verified.

Furthermore, the processes for recruitment, selection, workload distribution, and affiliation are conducted through transparent and equitable mechanisms, as governed by institutional regulatory frameworks.

The program maintains an adequate and proportionate staffing model, with clearly defined roles and responsibilities for both academic and administrative personnel. The program leader possesses relevant academic qualifications, as well as confirmed professional experience and sectoral engagement.

Additionally, the program incorporates individual academic support and scheduled consultation hours to enhance student learning and engagement. A noteworthy strength is the program leader's active involvement in both academic and practical domains, including direct participation in projects that contribute to the program's development. This dual engagement substantially reinforces the program's capacity for effective and quality-driven implementation.

However, several technical aspects warrant attention. Terminological consistency should be ensured throughout the documentation—specifically, the interchangeable use of terms such as “program leader”

and “head” may cause ambiguity and should be standardized. Moreover, the current documentation does not clearly outline the procedures for the recruitment, induction, or professional development of newly appointed staff. This represents a gap in the quality assurance framework and should be addressed to support long-term program sustainability.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	19	16	7	10
- Professor	3	2	2	3
- Associate Professor	7	5	5	7
- Assistant-Professor				
- Assistant				
Visiting Staff	9	9		–
Scientific Staff	10	7		–

Evidences/Indicators

- Self-evaluation report
- Interview results
- 4. 1 Appendix 1.4.1 Educational program "Physical medicine and rehabilitation" attached syllabi
- Appendix 4.1.1 Personal data (CVs) and qualification documents (diplomas) of the academic and invited staff involved in the implementation of the program, including the head of the program;
- Appendix 4.1.2 University organizational chart, structure
- Appendix 4.1.3 Administrative and support staff job descriptions and qualification requirements;
- Appendix 4.1.4 Affiliation Rule;
- Appendix 4.1.5 sample contract signed with implementing staff;
- Annex 4.1.6 Current semester load of academic and invited staff;
- Appendix 1.3.1 The procedure for planning, development, approval, development methodology and cancellation procedure of the educational program

Recommendations:

Suggestions for Programme Development

Improve structural consistency in documentation (e.g., standardize terms like “program leader” vs. “head”) and relocate lengthy name listings to annexes.

Enhance support for staff development, including mechanisms for onboarding new staff, continuous professional training, and incentive-based reward systems linked to performance evaluation outcomes.

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	☒	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

The 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.

The Masters and Doctoral students are supported by qualified advisors, ensuring academic and research expertise in the relevant fields. The advisors meet the necessary qualifications for guiding students; theses and research projects.

The institution provides a set of clear and defined criteria for the selection of thesis advisors, ensuring that they hold at least a doctoral degree or its equivalent and have a demonstrated research competence, backed by publications, research activities, or academic contributions within the last five years.

The university further ensures that all advisors possess the necessary academic, clinical, and practical expertise, particularly in fields such as sports science and rehabilitation. The involvement of both internal academic staff and external experts allows for a comprehensive guidance structure.

Based on the institution's self-evaluation, the inclusion of both academic and research-oriented professionals for advising and mentoring is well aligned with the program's goals. The advisors are supported by necessary resources and infrastructure, including academic training and access to scientific literature. It would be desirable to develop statistical data on the number of theses successfully defended in recent years, which would strengthen the evidence base and provide a clearer picture of the academic outcomes of the program. Also, the inclusion of summarized student feedback on the quality of dissertation supervision would help demonstrate an effective continuous improvement mechanism and reflect the responsiveness of the student experience.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	5	5	5
- Professor	2	2	2
- Associate Professor	3	3	3
- Assistant-Professor	-	-	-
Visiting personnel	-	-	-
Scientific Staff			—

Evidences/Indicators

- Self-evaluation report
- Interview results
- Appendix 4.1.1 Personal data (CVs) of academic staff involved in the implementation of the program;
- Appendix 4.1.3 Administrative and support staff job descriptions and qualification requirements;
- Appendix 2.2.1 Instructions for completing, submitting and evaluating the master's thesis.

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	☒	☐	☐	☐

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.

The information provided demonstrates that the educational institution systematically evaluates and supports the professional development of academic, scientific, and invited staff, fully aligning with the standard's requirements.

There is a structured and continuous staff evaluation process coordinated by the Quality Assurance Office, Human Resources Department, and Scientific Research Office. These evaluations consider both teaching and scientific activities and lead to actionable outcomes such as staff encouragement, developmental feedback, and program improvement. Results are communicated to individual staff members, program and department heads, and are utilized for strategic planning and capacity building.

A notable strength is the use of peer observation for developmental evaluation, which promotes teaching quality improvement. Furthermore, the institution has developed criteria to assess the quality and productivity of research activities.

Scientific development is a strategic priority for the university, evidenced by:

- Annual scientific conferences for students and staff;
- Hosting high-profile international events like the World Forum on Sports Science;

- Active research support structures and ongoing training sessions on topics such as academic integrity and scientific writing;
- Participation in Erasmus+ and similar international exchange programs to enhance staff mobility and global collaboration.

Significant efforts are also directed toward the improvement of English language proficiency among staff, supporting their integration into international academic environments.

Student evaluations of academic personnel and instructors are systematically collected each semester, though challenges with student engagement have been identified. The institution is actively addressing this through awareness campaigns and improving the design of evaluation tools to ensure better internal and external validity.

Overall, the university demonstrates a strong commitment to the professional development of its teaching and research staff, combining structured assessment mechanisms, training opportunities, and internationalization strategies.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Appendix 4.3.1: Guidelines for Assessing the Quality of Research Activities and Productivity of Staff
- Appendix 4.3.2: Report from the Scientific Research Service
- Appendix 4.3.3: Report from the International Relations Service
- Appendix 4.3.4: Evaluation Criteria for Academic and Visiting Staff
- Appendix 4.3.5: Survey on Academic and Visiting Staff Satisfaction
- Appendix 4.3.6: Analysis of Job Satisfaction Survey Results
- Appendix 4.3.7: Methodology for Developing Staff Workload Schemes
- Appendix 4.3.8: Lecture Observation Form
- Appendix 4.3.9: Personnel Management Policy
- Appendix 4.3.10: Framework for Human Resources Management Provisions

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic,	☒	☐	☐	☐

4.4. Material Resources

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

The university has the necessary material resources for the implementation of the educational program, including modern infrastructure, information resources and technical equipment, which are necessary to achieve the learning outcomes of the program. The administration and academic staff have access to a range of technological resources, including 45 computers equipped with appropriate software, 17 printers, 15 laptops, 8 projectors, and 1 large-volume photocopier

The library provides access to the necessary printed and electronic resources, including the latest scientific journals and databases, which allows students to receive the latest information related to their studies. Students could obtain specialized literature in both Georgian and English, which ensures that students receive international-level knowledge. It is noteworthy that the university received an additional new building from the state, which will house the library. In fact, during the visit, the transition processes were underway. In addition, at this stage, the university functions in several buildings and fully provides for the needs of students.

The university underwent cosmetic repairs and laboratories were renovated, and simulation rooms were equipped with appropriate equipment. These resources are constantly being updated, including computers, printers, and projectors, which support both academic and practical learning.

In addition, the university has simulation rooms and equipment for practical disciplines, such as rehabilitation and physical therapy, supporting the practical experience necessary for the success of the program.

The university has signed agreements with practice facilities, one of which is literally in a neighboring building. It is desirable to focus on expanding the infrastructure in accordance with the growing demands of the program.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Site visit
- Appendix 4.4.1: Documentation verifying real estate ownership utilized by the educational university.
- Appendix 4.4.2: Agreement established with the library association.
- Computer labs and study areas within the educational university.

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☒	☐	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

The program's budget is carefully planned and aligned with the educational needs of the program. The financial resources allocated to the program are economically feasible, ensuring the program's goals can be effectively achieved. The university coordinates the budget preparation process through the administration, with input from all structural units within the institution. This inclusive approach allows for a comprehensive consideration of the needs and demands of the faculty, departments, and individual programs.

The process of creating the program's budget involves the dean of the faculty and the program director. Together, they assess the needs of the program, prioritize expenses, and ensure that sufficient financial resources are allocated. The budget also takes into account the projected revenues for the program, ensuring the sustainable implementation of the program's activities.

The university has also planned for future growth in student enrollment, which will lead to an increase in the number of students accepted into the program. This increase is expected to make the program more financially sustainable.

Despite the relatively low number of students in the Master's program in Physical Medicine and Rehabilitation, the program continues to be a priority for the university. Financial resources for its administration are provided from additional income sources permitted by law. This strategic approach ensures the financial sustainability of the program even with a smaller student body.

The allocation of financial resources for the Physical Medicine and Rehabilitation program is both economically achievable and in line with the program's educational and operational needs. The university is committed to maintaining financial sustainability while improving the program's reach and impact.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Appendix 4.5.1 Regulation of Finance and Procurement Department;
- Appendix 4.5.2 Program budget

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	☒	☐	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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.

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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The primary scope of the internal work of the Quality Service at the Georgian State University of Sport includes the development of quality assurance policies and procedures. These policies and procedures are based on the Law of Georgia "On Higher Education," the Law of Georgia "On the Development of Education Quality," and the National Standards and Guidelines for Quality Assurance in the Higher Education Area.

Based on the self-assessment report submitted by Georgian State University of Sport, the accompanying documentation, and the interviews conducted during the accreditation visit, it has been determined that the staff involved in program development effectively utilize the results of quality assessments to enhance the program.

The functions carried out by the Quality Assurance Service — including procedures, evaluation instruments, and mechanisms — are comprehensively detailed in the university's internal quality assurance system and the program implementation assessment procedures. It is noteworthy that the university's evaluation process covers several critical domains, such as the organization, delivery, and management of educational and research activities; the individuals involved in the educational process; and the resources supporting these activities, including human, financial, and material-technical assets. The documentation provided confirms that the university regularly evaluates these components at appropriate intervals. Additionally, it is noteworthy that the quality assurance mechanisms and procedures are based on the "PDCA" cycle (Plan - Do - Check - Act), ensuring continuous improvement. The integration of this cycle is facilitated by the active involvement of all relevant units in the implementation of the university's internal quality assurance mechanisms. The studies conducted are thoroughly analyzed, and the results, together with any necessary responses, are reflected in reports prepared by the relevant structural units and presented to decision-making bodies.

In the process of program evaluation, employers and graduates actively participated alongside academic and visiting staff, as well as students. Meetings are regularly conducted to implement measures aimed at enhancing quality. A crucial stage of internal evaluation and decision-making involves the analysis of research findings, with SWOT analysis serving as a key component.

Further program development and improvements are driven by the results of surveys on student satisfaction and graduate feedback, contributing to ongoing enhancements of the program.

The University monitors and evaluates the educational process with the aim of enhancing the quality of teaching. To support continuous improvement, the University actively promotes the sharing of best practices among colleagues, with faculty members periodically exchanging their own experiences and methodologies.

Interviews conducted during the accreditation visit confirmed that the Quality Assurance Service collaborates closely with various units of the university in planning program quality evaluations, developing evaluation instruments, and implementing the evaluation process.

Moreover, the interviews revealed that academic and visiting staff are aware of survey results and actively address improvement areas as needed. The university has implemented an academic staff workload scheme through which staff performance is evaluated using various mechanisms. However, it would be beneficial for the university to establish additional mechanisms to further encourage and incentivize academic staff. The results of these evaluations are applied to the program to motivate and develop the personnel. Incentives for academic staff should be aligned with a structured financial reward system to promote motivation and performance.

During the accreditation visit, the active involvement of academic, administrative, and support staff in the preparation of the program's self-evaluation report was noted.

In conclusion, the documents presented confirm that the theoretical foundations of the university's quality assurance system are fully aligned with relevant standards, and the procedures conducted in line with these documents are both transparent and consistent.

Evidences/Indicators

- Quality Assurance Service Regulations
- Internal Quality Assurance Manual
- Analysis of QA Internal and External Evaluations Results
- Analysis of survey results of academic and visiting staff

- Academic and administrative staff satisfaction survey analysis
- Analysis of student survey results
- Analysis of the results of the survey of graduates
- Analysis of the results of the survey of employers
- Results of conducted interviews

Recommendations:

- N/A

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	☒	☐	☐	☐

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The quality assurance mechanisms at the Georgian State University of Sport are founded upon national standards, as well as the University's strategic objectives and mission.

Georgian State University of Sport employs external evaluation tools as a critical component in the educational program development process to ensure successful accreditation. In this effort, the university collaborates closely with the National Center for Educational Quality Enhancement of Georgia. This program was assessed during the authorization process and is now being submitted for accreditation for the first time.

In addition to the accreditation process, the Higher Education Institution (HEI) ensures the consistent involvement of external experts in the comprehensive evaluation of its educational programs. The program underwent external review by independent experts from local and international higher education institutions, selected based on their impartiality and relevant sector expertise.

The recommendations provided by these external evaluators were carefully reviewed and have been incorporated into the ongoing development of the program. This external feedback has played a significant role in refining the program to align it more closely with international standards and best practices.

For the purpose of external evaluation of the program, the university also engages in program assessments conducted by relevant stakeholders, including field specialists and employers.

To further facilitate external evaluation, the final version of the program was submitted to stakeholders. Positive responses were received from these entities, confirming that the program aligns with industry

needs and standards. These findings were corroborated during interviews conducted with employers during the accreditation visit.

Evidences/Indicators

- Evaluation Report of external experts
- Analysis of QA Internal and External Evaluations Results
- Results of conducted interviews

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	☒	☐	☐	☐

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 Education Programme's Compliance with the Requirements of the Component of the Standard

Program monitoring and periodic evaluation at the Georgian State University of Sport involve the active engagement of academic, visiting, administrative, and support staff, as well as students, program graduates, employers, and other relevant stakeholders. This process is based on the systematic collection, processing, and analysis of data.

As outlined in Sub-Standard 5.1, program evaluation incorporates a range of indicators, including students' academic achievements, graduate employment rates, the demand for programs, and the expectations and feedback of stakeholders.

Additionally, the University systematically gathers and analyzes statistical information and employs feedback mechanisms and information-sharing processes to identify and address any deficiencies in curriculum development and implementation revealed during evaluations.

The University also places strong emphasis on the professional development and performance evaluation of its academic and visiting staff. This focus is formalized in the document detailing the evaluation procedures for educational and research activities, which sets out the methods and criteria for assessing both professional growth and academic achievements.

Each year, faculty members at the University submit reports outlining their teaching, pedagogical, and scientific-research activities, which are used to calculate their rating scores. In addition, academic staff are required to prepare and submit self-evaluation reports. Besides, At designated intervals, within the framework of the program, academic staff evaluate teaching by attending their colleagues' lectures, a practice aimed at enhancing the quality of instruction.

As previously noted in Section 5.1, it would be advantageous for the University to introduce further mechanisms to better encourage and motivate academic personnel. The outcomes of these evaluations should be directly applied to program development and staff advancement. Furthermore, incentive measures for academic staff should be tied to a structured financial reward system in order to enhance motivation and overall performance.

To ensure alignment with modern requirements, the program is periodically compared with similar programs offered by other universities. Utilizing comprehensive monitoring indicators and program outcomes, the effectiveness of the program is regularly assessed, and, where necessary, modifications and improvements are implemented. In addition, a benchmark document for the specific program was presented as part of the current accreditation visit.

As previously noted, the program is evaluated through both direct and indirect assessment methods. Within the framework of the program, an evaluation plan for assessing learning outcomes was developed with the active involvement of the implementing personnel. This plan provides for the evaluation of each learning outcome through both direct and indirect assessment approaches. Direct assessment tools consist of target indicators established for specific assessment methods within the context of each training course, while indirect assessment methods include graduate self-assessments, group evaluations conducted by practice mentors through questionnaires, and other related tools.

Appropriate timelines are established for the periodic evaluation of the program. For instance, the learning outcomes assessment plan for this program is structured over a three-year period. Within this framework, direct assessment is conducted immediately upon the achievement of the respective learning outcomes, while indirect assessment of several outcomes is scheduled one year after the completion of a program cycle. An example of this is the evaluation of a program graduate by an employer.

Evidences/Indicators

- Program self-evaluation report;
- Learning outcomes assessment document;
- Analysis of learning outcomes assessment;
- Interview with representatives of quality assurance service;
- Interview with academic and invited staff;
- Interview with students, graduates, employers.
- Quality assurance mechanisms
- Survey forms and conducted surveys
- Evaluation of the educational program

- Academic and invited staff survey results
- Student and graduate survey results
- Personal files of academic/visiting staff

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	☒	☐	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	☒
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable): N/A

Name of the Higher Education Institution: Georgian State University of Sport

Name of Higher Education Programme, Level: Physical Medicine and Rehabilitation , Second level of higher education (Master's)

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	☐	☒	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	☐	☒	☐	☐

3. Student Achievements, Individual Work with them	■	□	□	□
4. Providing Teaching Resources	■	□	□	□
5. Teaching Quality Enhancement Opportunities	■	□	□	□

Signatures:

Chair of Accreditation Expert Panel:

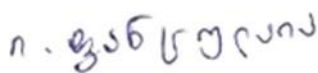


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