



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorisation Experts'

Final Report

LEPL - Georgian State University of Sport

Expert Panel Members

Chair:

Milan Pol, Masaryk University, Czech Republic

Members:

Davit Sikharulidze, East European University, Georgia

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Tbilisi
2026

Authorisation Report Resume

General information on the educational institution

The Georgian State University of Sport is a higher education institution with the history dated to the mid-1930s when the first academic unit focused on physical culture was established at Tbilisi State University. Since then, with many institutional changes, this initiative has been developing forward and currently has its expression in the Georgian State University of Sport. Nowadays, it is a Legal Entity of Public Law (LEPL). According to the SER (self-evaluation report), over its 90 years of history, the university has trained more than 22 thousand qualified specialists. Currently, it provides nine programmes (four bachelor, four masters, and one teacher training education programme). Besides this, the university also provides a Georgian language preparation educational programme (60 ECTS). According to the SER, there are 1246 active students and 385 those with suspended status at university. The total number of staff is 259. The university operates at several locations and is expecting the new campus to be built and provided to the university in a few years.

Brief overview of the evaluation process for authorisation: SER and Site visit

The expert team was provided with the SER and other documentation timely. The documents were sufficiently informative, yet the panel still asked for a little more documented information during the site visit, and this was provided by the university. The site visit was well prepared both by the university, and by NCEQE coordinators. It was held on February 16-19, 2026. A series of interviews with representatives of relevant groups across the university and beyond, as well as facility observation helped the expert team to complete the picture and based on this to draft the evaluation report.

Overview of the HEI's compliance with standards

- 1st standard – Complies with requirements
- 2nd standard – Substantially complies with requirements
- 3rd standard – Complies with requirements
- 4th standard – Complies with requirements
- 5th standard - Substantially complies with requirements
- 6th standard - Substantially complies with requirements
- 7th standard - Substantially complies with requirements

Summary of Recommendations

1.2

- It is recommended to consider the possibility of strengthening the third mission in the next strategic documents of the university.

- It is recommended to ensure that the strategic and action plans in their English versions are clearly and fully prepared and presented at the website of the university.

2.1

- It is recommended that the university updates its Business Continuity Plan to include defined implementation timeframes and explicitly address the continuity of educational processes. The revised plan should identify potential academic risks, outline preventive and mitigation measures, and clearly define responsibilities related to ensuring uninterrupted teaching and learning activities.
- The university should consider further strengthening its internationalization efforts by expanding both the scale and diversity of mobility opportunities.

2.2

- It is recommended that the university develops and implements a transparent and fair staff performance evaluation system.
- It is recommended that the university aligns its requested increase in the student body limit with the results of its own capacity calculations. Prior to approving any expansion, the institution should ensure that human, infrastructure, and academic resources are proportionally strengthened.
- It is recommended that the university reviews and revises the document regulating distance learning process to ensure full compliance with the existing legal framework. The document should clearly differentiate between permitted forms of distance instruction and the mandatory on-campus format of examinations, thereby eliminating any ambiguity and legal inconsistency.
- It is recommended that the university thoroughly reviews the documents in both language versions and corrects the identified inconsistencies to ensure accuracy, coherence, and full alignment of content.

2.3

- It is recommended that the university systematically conducts awareness-raising campaigns, informational meetings, and training sessions for students on the principles of academic integrity.
- It is recommended that the university develops regulations on the appropriate and ethical use of artificial intelligence and organizes corresponding informational meetings and training sessions to enhance awareness among both academic staff and students.

3.2

- It is recommended that the university ensures full alignment between the teaching and assessment methods implemented in practice and those formally described in the approved syllabi. Any modification in the mode of delivery (e.g., transition from face-to-face to online or blended formats) should be clearly reflected in the respective course syllabi, individual study plans, and relevant regulatory documentation, in order to maintain transparency, consistency, and quality assurance compliance.

- It is recommended that the change of the programme title is accompanied by a comprehensive review of the curriculum, learning outcomes, and academic staff qualification requirements to ensure full alignment with the revised programme profile and continued compliance with internal regulations and accreditation standards.

4.1

- It is recommended that the university enhances the professional development of teaching staff by strengthening competencies in modern teaching and assessment methods, effective use of digital technologies in practice, and foreign language proficiency.

5.1

- It is recommended that the university consistently ensures the enhancement of student awareness regarding the legal and ethical regulations, procedures, and rules in place within the higher education institution.

5.2

- In order to improve the learning environment and student support services, it is recommended to promptly complete the arrangement and proper equipping of student spaces.
- It is recommended that the university operates a student psychological support center where students will receive appropriate consultations.

6.2

- It is recommended that the university strengthens its support for academic staff to enhance their ability to attract funding from both local and international scientific and research funds.
- It is recommended that the university implements an internal research grant mechanism to systematically support faculty and student research initiatives.

6.3

- It is recommended to strengthen the assessment mechanism, namely, to develop a detailed assessment rubric that clearly defines the criteria for differentiating scores for various types of scientific publications. The assessment system should include other key components of scientific activity, including participation in conferences, management of grant projects, publication of textbooks, and supervision of student research. Mechanisms for the practical use of assessment results should be specified, including concrete measures or incentives for both high and low productivity. Also, a formal appeal procedure should be introduced that guarantees academic staff the right to contest assessment results within clearly defined deadlines and procedures.

7.1

- It is recommended to establish a dedicated recreational space and an area for group work, and to update laboratory equipment to align with the specific requirements of the field.
- It is recommended to improve the infrastructure for people with disabilities to ensure barrier-free and independent movement throughout the facilities.
- It is recommended that safety measures be implemented in gyms.

7.2

- It is recommended that the university directs greater efforts toward expanding the library space so that it meets the minimum requirements established by the authorization standard.

7.4

- It is recommended that the university budget clearly identifies the expenditures allocated for the development of library resources, research activities, and professional development.

Summary of Suggestions

2.1

- It is suggested that the university conducts a targeted technical review focused specifically on improving the usability and navigation of the student electronic system.

3.2

- It is suggested that the university further enhances the integration of modern teaching methodologies and expands the implementation of digital tools and technologies within the learning process, in response to student feedback and evolving educational standards.
- It is suggested that the university consider strengthening the practical component across the programmes, including within the Physical Medicine and Rehabilitation/ Sport Rehabilitation and Recreation programme.

4.1

- It is suggested for the university develop targeted measures aimed at attracting and retaining young researchers and early-career lecturers in order to support generational renewal and the sustainable development of academic capacity.

Summary of the Best Practices

3.2

- Strengthening and development of the Veterans' Sports direction. This initiative demonstrates the institution's commitment to social responsibility, inclusion, and the promotion of lifelong physical activity, while supporting veterans' physical rehabilitation and psychosocial well-being.

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

The experts considered university's argumentative position to the draft report but agreed that nothing needs to be changed in the report, as it was formulated as the draft version.

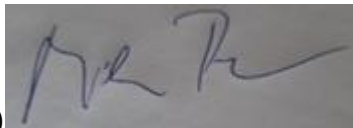
Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Com pl ies wit h Re qui re me nts	Sub sta ntia lly com pl ie s wit h req ui re me nts	Part ial ly Co mpl ies wit h Re qui re me nts	Does not Comp ly with Requi reme nts
1.	Mission and strategic development of HEI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Mission of HEI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Strategic development	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
2.	Organisational structure and management of HEI	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Organisational structure and management	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Internal quality assurance mechanisms	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Observing principles of ethics and integrity	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
3.	Educational Programmes	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programmes	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Structure and content of educational programmes	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

3.3	Assessment of learning outcomes	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Staff of the HEI	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students and their support services	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Student support services	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
6	Research, development and/or other creative work	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
6.1	Research activities	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Research support and internationalisation	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Evaluation of research activities	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
7	Material, information and financial resources	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
7.2	Library resources	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Information resources	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Financial resources	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Signature of expert panel members

1. Milan Pol (Chair)



2. Davit Sikharulidze (Member)



3. Diana Mtchedlishvili (Member)



4. Khatuna Saganelidze (Member)



5. Soso Gazdeliani (Member, student expert)



Compliance of the Applicant HEI with the Authorisation Standard Components

1. Mission and strategic development of HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Strategic development plan of HEI corresponds with the mission of an institution, is based on the goals of the institution and describe means for achieving these goals.

1.1 Mission of HEI

Mission Statement of the HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.

Descriptive summary and analysis of compliance with the standard component requirements

The mission statement of the university can be viewed as corresponding to Georgia's and European higher education goals. It defines the university role and place in higher education and society, both nationally and internationally. In concrete, the mission statement of the university is formulated as follows: "To promote the development of amateur and professional sports in Georgia by preparing specialists with deep competence in the fields of Physical Education and Sports Coaching, Sports Management, Physical Medicine and Rehabilitation, and Sports Psychology; to this end, considering the requirements of the labor market at both national and international levels, the university implements academic educational programs and applied scientific-research activities, facilitating the harmonious development of students and their rapid adaptation to the labor market. The university fully recognizes the importance of social responsibility and, among other things, aims to promote the establishment of a healthy lifestyle among the population of Georgia". (SER, p. 13)

This way, the mission statement reflects all the three main pillars of higher education institution, that is teaching, research as well as the so-called third role (community reach).

The mission statement of the Georgian State University of Sport clearly reflects the profile of the university. The mission statement is publicly available at the website of the university (www.sportuni.ge).

The university claims that its mission statement is shared by its community, providing the results of the survey conducted with the purpose of clarifying the university community's awareness of the mission statement. It was proven during the interviews to some extent.

Evidences/indicators

- Self-evaluation report
- Webpage of the university
- Interviews

<p>Recommendations:</p> <p>None</p>
<p>Suggestions:</p> <p>None</p>
<p>Best Practices (if applicable):</p> <p>None</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>1.2 Strategic Development</p> <ul style="list-style-type: none"> ○ HEI has a strategic development (7-year) and an action plans (3-year) in place. ○ HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning ○ HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university has a 7-year Strategic Development Plan for the period 2020-2026. This plan emphasizes six areas as the key areas of university activity. They are as follows: (1) Strengthening the institutional and management system; (2) Strengthening mechanisms for the development of educational programs;(3) Supporting/strengthening scientific research and creative activities; (4) Supporting/strengthening the development of students and their support measures; (5) Supporting/strengthening the effectiveness and development of personnel management; (6) Supporting the development of material, information, and financial resources. Each of these areas is elaborated in terms of expected results and tasks to be performed. This can be agreed that such a set of areas (objectives) represents relative complexity.</p> <p>This can also be in principle agreed that these documents can ensure the achievement of the university goals. These goals can be seen in relation to the university mission and priorities of the university activities in strategy and action plans. And they can be considered achievable, time-bound, and to some extent measurable. The university has its own explicit strategic planning methodology - the document on this was approved by the Academic Council of the university in 2018.</p> <p>The university claimed that the development of strategic documents was a participatory process, and this was confirmed during the interviews to some extent.</p>

The Action Plan as provided to the expert panel covers the 2025-2026 period, although it is titled "A 3-year Action Plan". This document elaborates six strategic areas into names of activities, responsible departments, parties involved, timeline, indicators, verification sources, risks, and (to some extent) also finances.

This can be confirmed that some activities of the university have a broader impact to the society and can be clearly seen as aligned with the third mission of the higher education institution. At the same time, the strategic plan does not explicitly address the third mission of the institution.

Monitoring the implementation of strategic plan seems to be in action. Apart from a regular arrangement, the university set up the working group in 2024 to assess the activities carried out within the action plan developed based on the strategic plans for 2020-2024.

This should be also mentioned that in time of the site visit the university presents the English versions of the strategic documents in rather poor and confusing ways, mixing up strategic and action plans, mistakenly stating the years for which some of these documents apply for. Also, the English version of the strategic plan, as provided by the university to the expert team, was not a complete text.

Evidences/indicators

- Self-evaluation report
- Strategic plan
- Action plan
- Webpage of the university
- Interviews

Recommendations:

- It is recommended to consider the possibility of strengthening the third mission in the next strategic documents of the university.
- It is recommended to ensure that the strategic and action plans in their English versions are clearly and fully prepared and presented at the website of the university.

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2. Organisational Structure and Management of HEI

Organisational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organisational Structure and Management

- Organisational structure of HEI ensures implementation of goals and activities described in its strategic plan
- Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
- HEI's Leadership/Management body ensures effective management of the activities of the institution
- Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalisation.

Descriptive summary and analysis of compliance with the standard component requirements

The self-assessment materials demonstrate that The Georgian State University of Sport has established an organizational and governance framework that is aligned with the Law of Georgia on Higher Education, the University Statute, and other relevant regulatory documents. The institutional structure reflects a compliant and hierarchically coherent model, within which governing bodies, administrative units and quality assurance mechanisms are clearly defined.

The university operates through collegial governance bodies - Academic Council and Representative Council, alongside the leadership - Rector, Head of Administration (Chancellor), Vice-Rector and Quality Assurance Service. The division of authority between management bodies is clearly regulated. Election and appointment procedures for key positions - Rector, Head of Administration, Head of Quality Assurance Service, Deans, and Faculty QA Heads - are formalized, competitive, and based on predetermined eligibility criteria. The existence of term limits and secret ballot procedures strengthens transparency and institutional accountability and proves the relevance to legal requirements set by the Law of Georgia on Higher Education.

The updated organizational structure, introduced after the 2020 authorization process, reflects responsiveness to previous expert recommendations and institutional growth. The addition of deputy positions of Rector and Chancellor, establishment of a permanent Strategic Development Council, and creation of a Legal Department as an auxiliary structural unit indicate a deliberate effort to improve governance effectiveness and ensure regulatory compliance. The structure appears functionally comprehensive, minimizing the risk of overlapping functions and responsibilities.

The hierarchy is clearly visualized, and accountability lines are formally established by the university structure. Structural units report to management bodies, which in turn are accountable to collegial bodies. This framework supports procedural clarity.

The structure includes all key support services necessary for institutional functioning: academic process management, research support, finance and procurement, IT, international relations, student career development, library services, registry management, legal affairs, and marketing/communications. The consolidation and optimization of certain units (e.g., merging student career development with sport and culture) reflects internal restructuring aimed at efficiency.

The Finance and Procurement Department has been strengthened in response to budget growth, including the creation of separate procurement and financial planning/accounting services. This development indicates institutional awareness of increasing financial complexity and the need for enhanced financial oversight.

The establishment of the Legal Department as an auxiliary structural unit is a positive development. Its mandate of covering legal drafting, compliance monitoring, representation in courts and advisory services contributes to risk mitigation and regulatory stability.

The university demonstrates progress in digital transformation. It operates multiple electronic platforms for document processing, academic process administration, human resource management, registry maintenance, and student services. The university is a licensed Microsoft partner and has implemented eight (8) electronic platforms that ensure effective administration. The implementation of digital systems prior to the pandemic suggests proactive institutional planning and resilience.

Electronic document processing system contributes to administrative efficiency and timely decision-making. The integration of digital tools into management processes is a notable institutional strength that supports transparency.

This should be noted that during the interview with students, they expressed overall satisfaction with the student electronic portal. They stated that information is provided to them in a timely manner and that lecturers upload grades to the system promptly. At the same time, they indicated, however, that the electronic programme's navigation could be improved from a technical perspective, and they mentioned that they intend to share their suggestions with the administration accordingly.

The university has developed the "Mechanisms for Monitoring Management Effectiveness and Evaluation System", as the formal mechanism for monitoring management effectiveness, including:

- Monitoring implementation of strategic and action plans.
- Competency-based evaluation of administrative personnel.
- Evaluation of financial and economic activities.

The university has developed a Business Continuity Plan that includes preventive measures and an assessment of risk preparedness. Specifically, the plan addresses three main components:

1. Planning and ensuring the recovery of the University's core business processes, which are directly related to the operational environment.

2. Planning for the recovery of business processes in the event of an incident, including the restoration of the organization's information systems (website, official Facebook page/pages).

3. Crisis management, which relates to the organization's decision-making capacity and includes effective oversight, control, and management of business process continuity.

However, the plan does not specify a defined implementation timeframe, nor does it address the continuity of educational processes, potential academic-related risks, or corresponding preventive and mitigation measures.

The Quality Assurance Service operates at both central and faculty levels and applies the PDCA (Plan-Do-Check-Act) cycle. The approach is systematic and covers human, financial, and material resources, as well as service quality. The presence of structured monitoring and annual analysis demonstrates procedural effectiveness.

Survey analysis from students and staff indicate satisfactory administrative services. While satisfaction indicators (e.g., 59-66.8% positive evaluation in certain areas) are moderate rather than exceptionally high, the trends appear stable and positive.

The university reports measurable growth during the reporting period:

- All educational programmes are accredited.
- Expansion into new academic directions (e.g., Fitness, Sports Psychology);
- Student numbers doubled.
- Maximum quota increased from 800 to 1400.
- Increasing demand through unified national exams.
- Minimal student outflow during mobility.

The university has institutionalized internationalization through an International Relations Service, an Internationalization Policy and Internationalization Strategy for 2025-2030. The strategic directions are mobility expansion, international visibility, partnership development and monitoring.

The university maintains cooperation agreements with 22 foreign universities across 13 countries and participates in Erasmus+ mobility programs. During the reporting period, 14 students and 18 staff members participated in mobility activities. While these numbers demonstrate active engagement, relative to total student growth, further expansion of mobility participation would strengthen international exposure. The university should consider further strengthening its internationalization efforts by expanding both the scale and diversity of mobility opportunities. This could include increasing the number of partner institutions, promoting joint and double degree programs, and enhancing student and staff accessibility of exchange opportunities.

Participation in international projects (e.g., SUPPORTER on gender equality and Proformance+ on digital teaching quality assessment) indicates integration into European-level initiatives. These projects contribute to modernization in research, gender equality, and teaching evaluation practices.

The university demonstrates awareness of the importance of strategic planning, risk management and continuous improvement. The establishment of a Strategic Development Council reinforces long-term institutional vision. At the same time, self-assessment emphasizes structural and procedural elements more strongly than measurable outcome-based indicators.

Evidences/indicators

- University structure.
- Functions/Regulations of the University's Structural Units.
- Rules and Procedures for the Election/Appointment of Governing Bodies.
- Business Continuity Plan.
- Mechanisms for Monitoring Management Effectiveness and Evaluation System.
- Internationalization Policy and Mechanisms.
- Academic Council Regulation.
- Resolution on the Election of Representative Council Members.
- Order on the Approval of the Permanent Council for Strategic Development.
- Policy for Management and Development of Information Technologies.
- Memorandums of Cooperation signed by the University of Sport.
- Georgian State University of Sport Internationalization Strategy 2025-2030.
- Self-evaluation report.
- Interview results.

Recommendations:

- It is recommended that the university updates its Business Continuity Plan to include defined implementation timeframes and explicitly address the continuity of educational processes. The revised plan should identify potential academic risks, outline preventive and mitigation measures, and clearly define responsibilities related to ensuring uninterrupted teaching and learning activities.
- The university should consider further strengthening its internationalization efforts by expanding both the scale and diversity of mobility opportunities.

Suggestions:

- It is suggested that the university conducts a targeted technical review focused specifically on improving the usability and navigation of the student electronic system.

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- X Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.2 Internal Quality Assurance Mechanisms

- Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.
- HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Descriptive summary and analysis of compliance with the standard component requirements

Based on the self-assessment report, submitted documentation, statistical data, and interviews conducted during the authorization visit, it is evident that the Georgian State University of Sport has established a formally regulated and operational internal quality assurance system that functions at both university and faculty levels. The quality assurance processes are coordinated by the Quality Assurance Service at the university level with a Head of Service, Chief Specialist, and Consultant, while at the faculty level quality assurance services operate within both faculties. The documentation and interviews confirm coordinated functioning between university and faculty levels, indicating institutional integration of quality assurance processes.

The institution has developed an Internal Quality Assurance Manual, which defines internal mechanisms, procedures for evaluating their effectiveness, and the use of assessment results for institutional improvement. The system is based on defining quality standards, assessing compliance with these standards, and ensuring continuous improvement. The University applies systematic monitoring approaches grounded in data analysis and the PDCA (Plan-Do-Check-Act) cycle. Evaluation systems are in place for academic, scientific, invited, and administrative personnel, covering both teaching and research activities. However, during the site visit, the expert panel requested the institution's performance evaluation system for its staff (academic, scientific, invited, administrative, and support personnel), which serves as the basis for assessing staff performance. The institution did not provide such a system. So, it is recommended that the institution develops and implements a transparent and fair staff performance evaluation system. The system should clearly define evaluation criteria, procedures, and responsibilities, and its results should serve as a basis for planning professional development, motivation mechanisms, and promotion processes.

The institution has also established a methodology for planning, developing, modifying, approving, and terminating educational programs, as well as a structured mechanism for monitoring students' academic performance and preparing analytical reports aimed at improving the educational process.

The Georgian State University of Sport uses the following instruments to ensure the quality and development of existing educational programmes:

- Surveys of interested parties - students, academic/invited personnel, graduates, employers.
- Analysis of student admission, programme completion, and placement rates.
- Student international mobility rate.
- Results of student academic progress monitoring.
- Graduate employment rate.
- Student employment rate.
- Evaluation of the activities of personnel involved in the programme.
- Turnover rate of personnel implementing the programme.
- Student involvement rate in research projects.

- Results of external evaluation.

Periodic evaluations encompass teaching and examination processes, educational programmes, personnel performance, and stakeholder satisfaction with material, informational, and technical resources. The university submitted 2024 satisfaction survey reports conducted among students and academic and invited personnel. The presented materials demonstrate that survey results are analyzed and reflected in self-assessment processes and improvement measures. In addition, the institution periodically conducts labor market research to assess demand for graduates and ensure alignment between educational programmes and employment trends. The introduction and refinement of additional evaluation instruments, including tools for assessing research supervision and practical components, indicate responsiveness to identified needs and a commitment to strengthening academic quality.

With regard to student contingent planning, the university has developed a formal methodology determining the maximum number of students based on infrastructure capacity and academic personnel availability. According to the institutional standards, the university ensures at least two (2) square meters of teaching space per student, auxiliary space amounting to no less than 20% of teaching space, recreational open space comprising at least 30%, and a minimum of 10 square meters per student for sports, cultural, and creative facilities. The institution operates in facilities located at 55 Egnate Ninoshvili Street and 76 Vazha-Pshavela Avenue in Tbilisi, with a total teaching space of 1598.87 square meters. Based on institutional calculations, the capacity amounts to 800 students in one shift and 1600 students in two shifts. When applying the two (2) square meter standard strictly, the capacity equals 799 students in one shift and 1599 students in two shifts. Currently, bachelor programmes operate in the daytime shift and master programmes in an evening shift, with the possibility of adding an additional shift if necessary. Furthermore, due to the specific profile of the institution, part of the educational process, including 22 credits in sports programmes, is conducted at practice or training sites, which reduces on-campus spatial load. The university also plans to introduce electronic and distance learning formats in the future.

Academic personnel ratios are defined by internal methodology, establishing maximum numbers of students per affiliated professor, associate professor, assistant professor, and assistant.

During the site visit, the expert panel requested the calculation data of the student body in accordance with the methodology presented by the institution. It should be noted that, based on the submitted calculations, the maximum student quota has been determined at 2090 students. However, according to the self-evaluation report, the institution has requested an increase in the upper limit of student intake from 1400 students (approved during the 2025 student body expansion process) to 2200 students. Accordingly, based on the institution's own calculations, the requested increase exceeds its current resource capacity. From current perspective, after constructing a new building, the number of student body could be increased.

Admission data demonstrate increasing demand for bachelor programs. In the 2024-2025 academic year, 251 applicants obtained the right to study through the Unified National Examinations and 210 of them, representing 86%, enrolled based on their first choice. Approximately 250 undergraduate places were announced, while the total number of applicants was around 500. For the sports track, 91 places attracted 411 applicants. For the 2025-2026 academic year, the number of first-choice applicants significantly exceeds the number of announced places across programs,

including Business Administration and Sport Management, Physical Education and Sport (Coaching), and Fitness and Health. These data confirm institutional attractiveness and competitive admission processes. The university determines student intake based on analysis of previous years' applicant numbers, graduate employment rates, labor market research, and available resources, indicating evidence-based planning rather than arbitrary expansion.

During the site visit, the expert panel requested the distance learning regulatory document, as representatives of the institution referred to the possibility of delivering instruction in distant format. The institution presented the "Regulation on Electronic, Distance and Hybrid Learning of LEPL - Georgian State Teaching University of Physical Education and Sport," which states that "during interactive seminars and midterm/final examinations, the student is obliged to have their video camera switched on," implying the possibility of conducting examinations in an online format. This provision contradicts the applicable legislative norm, which requires examinations to be conducted on campus. So, it is recommended that the university reviews and revises the document regulating distance learning process to ensure full compliance with the existing legal framework. The document should clearly differentiate between permitted forms of distance instruction and the mandatory on-campus format of examinations, thereby eliminating any ambiguity and legal inconsistency.

It should be noted that, upon reviewing the self-evaluation report and its annexes, content inconsistencies were identified between the Georgian and English versions of the documents. It is recommended that the institution thoroughly reviews the documents in both language versions and corrects the identified inconsistencies to ensure accuracy, coherence, and full alignment of content.

Evidences/indicators

- Internal Quality Assurance Manual.
- Procedure for Planning, Development, Approval, Development, and Abolition of the Educational Programme.
- Reports on the Use of Evaluation Results.
- Methodology for Planning Student Contingent and Academic Personnel.
- Academic Personnel Satisfaction Survey.
- Student Satisfaction Survey.
- Regulation on Electronic, Distance and Hybrid Learning.
- Self-evaluation report.
- Interview results.

Recommendations:

- It is recommended that the university develops and implements a transparent and fair staff performance evaluation system.
- It is recommended that the university aligns its requested increase in the student body limit with the results of its own capacity calculations. Prior to approving any expansion, the institution should ensure that human, infrastructure, and academic resources are proportionally strengthened.
- It is recommended that the university reviews and revises the document regulating distance learning process to ensure full compliance with the existing legal framework. The document should clearly differentiate between permitted forms of distance instruction and the mandatory on-campus format of examinations, thereby eliminating any ambiguity and legal inconsistency.

- It is recommended that the university thoroughly reviews the documents in both language versions and corrects the identified inconsistencies to ensure accuracy, coherence, and full alignment of content.

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

2.3. Observing Principles of Ethics and Integrity

- HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.
- Institution has implemented mechanisms for detecting plagiarism and its prevention.
- HEI follows the principles of academic freedom.

Descriptive summary and analysis of compliance with the standard component requirements

The Georgian State University of Sport considers the promotion of awareness in the areas of ethics and academic integrity to be one of its key priorities and undertakes relevant administrative activities to achieve this objective.

The university’s website provides public access to the following documents: the Code of Ethics and the Plagiarism Detection Mechanisms and Procedures. The Code of Ethics of the Georgian State University of Sport defines the ethical principles and standards of conduct applicable to all members of the academic community, including academic, invited, and administrative staff, as well as students. The Code is based on national legislation, the University Charter, and international standards, and aims to foster a dignified, free, and equal academic environment.

The Code prohibits discrimination on any grounds and regulates standards of conduct within the institution. Academic staff are required to demonstrate a high level of professionalism, objectivity, and fairness in their interactions with students, and to support the development of academic integrity and ethical values. Academic staff are also obliged to maintain confidentiality and refrain from using university resources for personal purposes. Administrative staff are expected to perform their duties with integrity and professionalism and to uphold the university’s reputation.

Students are required to respect the teaching and learning process, adhere to the principles of academic integrity, and comply with institutional regulations. Any behavior that disrupts the educational process, damages university property, or constitutes a violation of academic integrity is prohibited.

Violations of the Code of Ethics entail disciplinary responsibility and are reviewed by the Ethics Council. Amendments to the Code are introduced by the Rector's order, and relevant information is communicated to university staff and students.

The Georgian State University of Sport has established procedures for the detection, prevention, and response to plagiarism, which apply to students as well as academic and invited staff. These procedures aim to uphold high standards of academic integrity and prevent academic misconduct. Plagiarism is defined as the use of another person's work without proper citation in various forms, including direct, paraphrased, mosaic, and negligent plagiarism, as well as copyright violation and self-plagiarism. The university claims to implement preventive measures such as dissemination of regulations, informational meetings, and instruction in academic writing. A specialized electronic plagiarism detection software, Strike Plagiarism, is used to identify plagiarism. Cases are reviewed by the Ethics Commission, which considers each case individually and determines appropriate sanctions, including warnings, annulment of academic work, or, in severe cases, termination of student status. All procedures are confidential, and decisions may be appealed within five days.

The plagiarism detection and response mechanisms currently in place primarily focus on master's theses and papers submitted for student and scientific conferences, which are reviewed using the Strike Plagiarism electronic system.

During interviews, it was further noted that the university applies strict measures in cases of academic integrity violations. Sanctions include remarks, warnings, refusal to publish or fund academic work, and exclusion of papers from conference participation if plagiarism checks have not been conducted. In recent periods, publication was denied to four individuals due to identified violations. At the same time, it was acknowledged that the university has not yet developed formal regulations governing the appropriate and ethical use of artificial intelligence. It was also indicated that academic integrity issues are addressed to the extent that students receive information about ethical and integrity norms after enrollment.

Academic staff stated during interviews that they are familiar with academic integrity regulations and actively use plagiarism detection software to review papers, presentations, and essays. However, they also emphasized the absence of institutional guidelines on the use of artificial intelligence, which would support more consistent regulation of this issue. Currently, academic staff rely on individual judgment to determine whether work has been generated using artificial intelligence, and if confirmed, the work is annulled.

Bachelor students reported that they had not participated in formal meetings dedicated specifically to academic integrity principles. However, they are informed about acceptable conduct during examinations and prohibited behaviors, and lecturers provide guidance on the use of artificial intelligence. Students expressed a clear interest in receiving training on the ethical use of artificial intelligence. Master's students similarly reported that they had not attended informational meetings on academic integrity or the ethical use of artificial intelligence and that their knowledge in this area is primarily obtained through lecturers.

Accordingly, it is recommended that the university organize systematic informational meetings and training sessions related to academic integrity. It is also recommended that the university increase awareness and develop clear regulations governing the

appropriate and ethical use of artificial intelligence, accompanied by relevant informational meetings and training activities.

Academic freedom is ensured for both academic and invited staff, as reflected in their employment contracts and confirmed by the results of interviews with programme-implementing personnel. Academic staff enjoy academic freedom in teaching and research activities; however, research activities are currently limited to six predefined priority areas.

Evidences/indicators

- Rules of Ethics and Conduct and Procedures for Responding to their Violations.
- Procedures and Mechanisms for the Detection, Prevention, and Response to Plagiarism.
- Internal Regulations of the Higher Education Institution.
- Instruction for the Execution, Submission, and Evaluation of Master's Theses.
- Contract Signed with Students.
- Contract of Academic Personnel.
- Self-evaluation report.
- Interview results.

Recommendations:

- It is recommended that the university systematically conducts awareness-raising campaigns, informational meetings, and training sessions for students on the principles of academic integrity.
- It is recommended that the university develops regulations on the appropriate and ethical use of artificial intelligence and organize corresponding informational meetings and training sessions to enhance awareness among both academic staff and students.

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

3. Educational Programmes

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes

3.1 Design and Development of Educational Programmes

HEI has a policy for planning, designing, implementing and developing educational programmes.

Descriptive summary and analysis of compliance with the standard component requirements

At the Georgian State University of Sport, the lifecycle of educational programmes—from initial concept and planning to development, modification, and possible abolition—is regulated by a unified institutional document entitled Methodology for Planning, Development, Approval, Implementation, and Abolition of Educational Programmes. This document serves as the principal regulatory framework guiding all actors involved in programme management and is structured in accordance with the Continuous Quality Improvement (PDCA) cycle. The approach ensures systematic planning, implementation, monitoring, and enhancement of programmes, thereby supporting their sustainability and alignment with institutional and national standards. Methodology was first adopted in 2019 in response to updated national authorization requirements. Following institutional self-assessment processes, the document underwent refinement to clarify the functions and responsibilities of structural units and designated persons involved in programme processes, to define more explicitly each stage of the program lifecycle, and to introduce detailed mechanisms governing programme modification and abolition. The regulatory framework is fully aligned with Georgian higher education legislation, including the Law on Higher Education, relevant ministerial orders, and the university's internal normative acts. Programme planning is grounded in an analysis of relevance, necessity, and resource capacity. The relevance of a proposed programme is determined through labor market analysis, assessment of employer demand, and evaluation of prospective student interest. The initiation of programme development takes place at the level of the Faculty Council. Upon its decision, analytical reports are prepared addressing market demand, feasibility, and the availability of human, financial, and infrastructural resources required for implementation. These materials are reviewed by the Faculty Council and subsequently submitted by the Dean to the Academic Council, which makes the final decision to commence development. The design phase incorporates research into international best practices, employer expectations, and disciplinary trends. Both internal stakeholders, including academic and administrative staff, and external stakeholders, such as employers, students, and graduates, are actively involved in this process, ensuring that programmes reflect contemporary professional and academic standards.

Satisfaction surveys are regularly conducted to collect feedback from students and personnel. Data is collected electronically and processed using the SPSS platform to ensure systematic analysis. Programme Heads prepare annual analytical reports summarizing achievements, identified challenges, and proposed improvements. Responsibility for programme development and quality assurance is shared among the Programme Head, the Faculty Dean, and the Quality Assurance Service. Program modifications may be initiated in response to significant disciplinary developments, findings from internal or external evaluations, or legislative changes.

The university has established Programme Working Groups to support periodic evaluation and the development of new programmes. These groups include academic and administrative staff, students and graduates, potential employers, and field experts. Their role is to analyze stakeholder feedback, market research findings, academic performance data, and recommendations emerging from evaluation processes. Proposed changes are documented and formally submitted to the Quality Assurance Service, ensuring transparency and accountability in decision-making.

According to a Self-Evaluation report and interview results, two bachelor's and three master's programmes, as well as the Georgian Language and Teacher Training programme, were updated. Two new bachelor's programmes—Fitness and Health, and Business Administration and Sports Management—were developed and successfully accredited. A master's programme in Sports Psychology is currently under development. All relevant processes were positively evaluated within accreditation procedures, confirming the functionality and maturity of the programme governance system. Program abolition procedures are clearly regulated and include safeguards to protect student interests. The Academic Council makes a reasoned decision regarding programme termination upon submission by the Faculty Council. Grounds for abolition may include insufficient resources, declining student demand, weak enrollment or employment indicators, or non-compliance with legislative requirements. In such cases, the university ensures protection of student rights through internal mobility options, coverage of additional credit costs where necessary, facilitation of external mobility through cooperation agreements with other higher education institutions, and comprehensive academic advising. During the reporting period, two Russian-language programs were abolished due to the absence of enrolled students since 2020. Additionally, the bachelor's programme in Business Administration was discontinued and replaced by the updated Business Administration and Sports Management programme. The transition was conducted in accordance with internal procedures, ensuring credit compatibility, informed student consent, and the absence of financial or academic disadvantages. Stakeholder involvement is institutionalized at every stage of programme development and improvement. Evaluation results are analyzed by Programme Heads and Working Groups, and decisions regarding the adoption or non-adoption of recommendations are formally justified and documented.

It should be noted that, at the present stage, the procedural requirements related to programme modification (including changes to the programme title, content, and structure) were not fully observed. The expert panel assumes that this situation was largely influenced by the ongoing sectoral reforms in Georgia, which necessitated accelerated and, to some extent, expedited implementation of changes. At this stage, only the change of programme title was formally implemented, while corresponding adjustments to the programme content, structure, and documentation have not yet been comprehensively finalized.

Evidences/indicators

- Self-evaluation report

- Interview results
- Procedure for Planning, Development, Approval, Development, and Abolition of the Educational Programme
- Internal Quality Assurance Manual
- Annual Quality Assurance Reports
- Analysis of Survey Results of Students, Graduates, and Employers, and Report on the Use of Results, for the Purpose of Programme Development

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

3.2 Structure and Content of Educational Programmes

- Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted
- With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.

Descriptive summary and analysis of compliance with the standard component requirements

The university comprises two faculties: the Faculty of Coaching and the Faculty of Physical Medicine and Rehabilitation. Within these faculties, a total of nine bachelor’s and master’s educational programmes are implemented, along with one Teacher Training Educational Programme entitled “Teacher Training Educational Programme (Physical Education and Sports).”

The bachelor’s programmes offered are “Physical Education and Sports (Coaching),” “Sports Management,” “Physical Medicine and Rehabilitation,” and “Fitness and Health.” At the master’s level, the university delivers the programmes “Sports Management,” “Physical Education and Sports (Coach),” “Physical Medicine and Rehabilitation” and “Sport Psychology” (not accredited).

In developing and implementing its educational programmes, the university operates in compliance with current Georgian legislation and adheres to the principles of the

European Credit Transfer and Accumulation System (ECTS). The structure of all programmes corresponds to the National Qualifications Framework and the official Classifier of Fields of Study, ensuring alignment between the awarded qualification, program level, and defined learning outcomes.

All educational programmes are designed in accordance with ECTS requirements. Bachelor's programmes comprise 240 ECTS credits, master's programmes 120 ECTS credits, while the Program for Preparation in the Georgian Language and the Teacher Training Programme each comprise 60 ECTS credits. Within this framework, the determination of credit allocation is based on the calculation of student workload, including contact hours and independent study time.

The university demonstrates a differentiated approach when determining the balance between lecture, seminar, and practical hours. According to a self-evaluation report in sports-related programmes, the proportion of practical hours significantly exceeds that of theoretical instruction, reflecting the applied nature of the field and the necessity of developing professional skills. Across all programmes, considerable emphasis is placed on practical components, responding to continuous stakeholder feedback highlighting the importance of strengthening applied competencies. During the interviews with employers, it was noted that they maintain close cooperation with the university in generating new ideas and implementing joint activities. Employers further recommended that the university expands the range of sports coaching specializations offered within its programmes to include additional disciplines, such as padel, shooting, and other emerging or less represented sports. It should also be highlighted that, during interviews, students and graduates expressed the view that the practical component of the programmes could be further enhanced, including within the Physical Medicine and Rehabilitation programme. Additionally, students indicated that the integration of modern teaching methods would be highly beneficial, particularly through the use of digital platforms, simulators, and advanced educational technologies. In their view, to further enhance the quality of teaching and learning, the University should consider acquiring and implementing officially licensed educational platforms for subjects such as Anatomy, Physiology, Biochemistry, and other foundational medical disciplines.

The structure of first cycle (bachelor's) programmes includes a core field component of not less than 120 credits, incorporating both mandatory and elective courses, alongside a free component designed to foster transferable skills and allow students to broaden their academic interests. Second cycle (master's) programmes are structured around mandatory and elective components within the core field of study. The university is also authorized, under Ministerial Order No. 206/n (September 30, 2019), to develop non-regulated bachelor's programmes of at least 180 credits and master's programmes of at least 60 credits, with clearly defined admission prerequisites, credit distribution rules, and progression conditions. Admission to sports-related bachelor's programmes is conducted in accordance with legislative requirements, combining Unified National Examinations results with sport-specific assessments.

1. Bachelor programme: **Business Administration and Sports Management** .

Structure, ECTS credits and their distribution

- The bachelor's programme comprises **240 ECTS credits**, with a duration of **4 academic years**.
- The academic year is based on a semester principle; one semester includes **19 study weeks**.
- **1 ECTS credit equals 25 hours**, which includes the student's **contact hours** (including time for midterm and final evaluations) as well as **independent work** time.

Programme Credit Distribution: The educational programme structure includes **180 credits for mandatory courses** (including 10 credits of practice) and **60 credits of elective courses**, distributed as follows:

- **Mandatory General/Free Components:** 40 Credits
- **Elective General/Free Components:** 30 Credits
- **Mandatory Courses in the Major Field:** 125 Credits
- **Elective Courses in the Major Field:** 35 Credits
- **Practice Component (Internship):** 10 Credits

2. Bachelor programme: **Fitness and Health**

Structure, ECTS credits and their distribution:

- The bachelor's programme comprises **240 credits** (4 academic years, 8 semesters).
- The academic year is structured on a semester-based principle, where one semester includes **19 study weeks**.
- **1 ECTS credit equals 25 hours**, which includes the student's **contact hours** as well as hours for **independent work** (preparation for midterm and final exams, completing homework, library work, etc.).

Structure of the Educational Programme:

- **Mandatory General/Free Components:** 35 Credits
- **Mandatory Courses in the Major Field:** 135 Credits (including 10 credits of Practice)
- **Elective Courses in the Major Field:** 35 Credits
- **Free Component (Electives):** 35 Credits

3. Bachelor's Programme in "Physical Medicine and Rehabilitation"/ Sports rehabilitation and Recreation"

Structure, ECTS credits and their distribution:

The programme comprises 240 ECTS credits (4 academic years, 8 semesters). The academic year is structured on a semester basis, with one semester consisting of 19

instructional weeks. One ECTS credit corresponds to 25 hours of student workload, which includes both contact hours and independent study hours (preparation for midterm and final examinations, completion of assignments, library work, and other related activities).

Structure of the Educational Programme:

- **Free components of the educational programme – compulsory courses:** 24 ECTS credits.
- **Compulsory courses in the major field of study:** 170 ECTS credits.
- **Elective courses in the major field of study:** 27 ECTS credits.
- **Free component – elective courses:** 19 ECTS credits.

4. Bachelor's Educational Programme in Physical Education and Sport (Coaching)

Structure, ECTS credits and their distribution:

The programme comprises **240 ECTS**, with **30 ECTS per semester**; accordingly, the duration of the programme is **4 academic years**.

The academic year is structured on a **semester basis**. One semester includes **19 instructional weeks**; therefore, the academic year consists of **38 instructional weeks**.

1 ECTS corresponds to **25 hours of student workload**, which includes both **contact hours** and **independent study hours**.

The credits of the Bachelor's Educational Programme in Physical Education and Sport (Coaching) are distributed as follows:

- **28 credits** – Free component – compulsory courses.
- **125 credits** – Compulsory courses of the major field of study.
- **25 credits** – Elective courses of the major field of study (specializations).
- **22 credits** – Practical component of the major field of study.
- **40 credits** – Free component – elective courses.

Within the framework of the free component, students of the bachelor's Program in Physical Education and Sport (Coaching) may choose courses from the Teacher Education Educational Programme. On this basis, the graduate, in addition to the diploma certifying the Bachelor's academic degree, will have indicated in the Diploma Supplement the right to teach the subject Sport at the relevant level of general education in general education schools.

5. Master educational programme Physical Education and Sport (Coach)

Structure, ECTS credits and their distribution:

The master programme comprises **120 ECTS** (2 academic years, 4 semesters).

The academic year is structured on a semester basis; one semester includes **19 study weeks**.

1 ECTS credit equals 25 hours.

Volume of Study Courses:

- **84 credits** - Mandatory study courses in the major field of study.
- **6 credits** - Elective study courses in the major field of study.
- **10 credits** - Practice in specialization.
- **20 credits** - Master's thesis

6. Master educational programme "Sports Management "

Structure, ECTS credits and their distribution:

- The master programme in **Sports Management** comprises **120 credits**, with a duration of **2 academic years**.
- The academic year is based on a semester principle; one semester includes **19 study weeks**.
- **1 ECTS credit equals 25 hours**, which includes the student's **contact hours** (including time for midterm and final evaluations) as well as **independent work** time.

The structure of the educational programme includes:

- **Mandatory study courses** in the major field: **75 credits**.
- **Elective study courses** in the major field: **15 credits**.
- **Practice component: 10 credits**.
- **Research component** (Master's thesis): **20 credits**.

7. Master educational programme "Sport Psychology".

Structure, ECTS credits and their distribution:

- The master programme comprises **120 credits**, with a duration of **2 academic years**.
- The academic year is based on a semester principle; one semester includes **19 study weeks**.
- **1 ECTS credit equals 25 hours**, which includes the student's **contact hours** (including time for midterm and final evaluations) as well as **independent work** time.

The structure of the educational programme includes:

- Mandatory study courses in the major field: 70 credits.
- Practice component: 10 credits.
- Elective courses: 25 credits.
- Research component (master thesis): 15 credits

8. Master educational programme "Master Programme in Physical Medicine and Rehabilitation"/ Sports Rehabilitation and Recreation".

Structure, ECTS credits and their distribution

The master programme comprises 120 credits. The program lasts two academic years, with each academic year following a semester-based structure. One semester spans 19 academic weeks. 1 ECTS is equal to 25 hours.

The structure of the educational programme:

- Compulsory study courses of the main field of study – 82 ECTS.
- Elective study courses of the main field of study – 8 ECTS.
- Practice component – 15 ECTS
- Research component (master thesis) - 15 ECTS

The programme "**Physical education and sports teacher training educational program**" comprises 60 ECTS credits and has a duration of one academic year. The academic year is structured on a semester-based principle, where each semester consists of 19 academic weeks. 1 ECTS = 25 hours. The structure of the educational programme includes 60 credits of mandatory courses, which incorporates 10 credits of school internship (practice).

The programme „**Georgian Language Educational Programme**“ comprises 60 credits, and its duration is one academic year. The academic year is based on a semester system; one semester includes 19 academic weeks. 1 ECTS =25 hours. The structure of the educational programme consists of 60 credits for compulsory courses, including elective disciplines. The programme is based on the principles of differentiated instruction and comprises two distinct blocks, taking into account language proficiency levels. Before the start of the academic year, enrolled students will take a pre-test in the Georgian language and will be assigned to the appropriate block based on their established language level.

Block I: Level A1-B2

- Georgian Language (Listening, Reading, Speaking, Writing) A1-A2 and Georgian Language (Listening, Reading, Speaking, Writing) B1-B2 – 24 credits
- Integration 1 and Integration 2 – 10 credits
- Communicative Aspects of Language A1-A2 – 5 credits
- Functional Writing – 5 credits
- Tolerance and Diversity – 4 credits
- Multimedia for Georgian Language Learners – 4 credits
- Georgian Mythology in Language Learning – 4 credits
- Georgian as a Second Language for General Medicine and Rehabilitation Students / Georgian as a Second Language for Sports Students / Georgian as a Second Language for Business Students^[1]– 4 credits

Block I: Level A2- B2

- Georgian Language (Listening, Reading, Speaking, Writing) A2-B1 and Georgian Language (Listening, Reading, Speaking, Writing) B2 – 24 credits
- Integration 1 and Integration 2 – 10 credits
- Communicative Aspects of Language A2-B1 – 5 credits
- Functional Writing – 5 credits
- Tolerance and Diversity – 4 credits
- Multimedia for Georgian Language Learners – 4 credits
- Georgian Mythology in Language Learning – 4 credits
- Georgian as a Second Language for General Medicine and Rehabilitation Students / Georgian as a Second Language for Sports Students / Georgian as a Second Language for Business Students– 4 credits

All compulsory-elective courses are designed based on the principles of integrated subject and language instruction. Within the framework of this approach, students are given the opportunity to acquire knowledge and information about a specific subject in the target language.

The learning outcomes formulated within each programme are clearly articulated and correspond to the respective level of higher education and qualification awarded. Programme documentation, including curricula and syllabi, confirms the logical sequencing of components and appropriately defined prerequisites. This alignment is systematically evaluated through the university's "Mechanism for Assessing Educational Programme Learning Outcomes," which incorporates both direct and indirect assessment methods. Where evaluation reveals areas requiring improvement.

The university applies individualized approaches where necessary to support diverse student needs. The "Methodology for Developing an Individual Study Plan" regulates the grounds, procedures, and support mechanisms for individualized study arrangements, including provisions for students with special educational needs. Given the institutional profile, a "Programme to Promote the Education of Elite Athletes" was introduced in 2024, reflecting international practices. This initiative assigns tutors to high-achieving athletes, including Olympians and European champions, to coordinate individualized study schedules that accommodate training loads and competition commitments. A Paralympic athlete with conditional student status currently benefits from such arrangements.

During the interviews, it was noted that in certain cases online forms of teaching and assessment are applied for high-achieving athletes, in accordance with individualized study plans. At the same time, it was stated that the university does not currently have a formal regulatory document governing online or electronic learning. During the interviews it was not clear what kind of teaching and assessment methods, which platforms or regulations are used.

Accordingly, it is recommended that the university develop and formally adopt a regulatory framework defining the principles, procedures, quality assurance mechanisms, and assessment requirements related to online and electronic modes of teaching and learning, in order to ensure transparency, consistency, and compliance with national standards.

During the interviews, the university representatives additionally indicated that elements of online learning are being implemented informally and are currently being tested in pilot mode. Consequently, at this stage, no formal reference to online or electronic teaching is reflected either in the course syllabi or in any regulatory document of the university.

In the opinion of the expert panel, it is advisable for the university to formalize this practice through the development and approval of appropriate internal regulations and to ensure that any implementation of electronic learning, online or blended learning formats is clearly documented in programme descriptions and syllabi, in line with quality assurance and accreditation requirements.

Individual study plans are also prepared in cases of student mobility, reinstatement following curriculum changes, or academic difficulties, ensuring that students can achieve defined learning outcomes without disadvantage. Additional consultation opportunities are institutionalized within each course, with two hours per week allocated for student support. Consultation schedules are published each semester and meetings are conducted both in person and online via the Zoom platform.

It should also be noted that the Physical Medicine and Rehabilitation programme has been renamed based on a decision of the Academic Council, in alignment with ongoing government reforms in the field. The Academic Council formally discussed and approved the change to the programme title.

During the interviews, the academic and invited staff noted that the syllabi require revision and substantive content modifications, which will also lead to changes in contact hours and, consequently, the redistribution of credits. This, in turn, will result in changes to the overall structure of the programme. For example, the master programme includes core courses such as "Congenital, Acquired and Rare Neurological Pathologies of Children" and "Rehabilitation of Nervous System Diseases," which clearly reflect the clinical orientation of the programme rather than a sports-related focus. At the same time, several courses currently offered as electives—such as "Sports Nutrition" and "Sports Psychology"—may require reconsideration in light of the revised programme title and its updated academic profile. A similar issue is observed within the bachelor programme.

The university should comprehensively review the balance between clinical and sports-related content, as well as the distribution of core and elective components, to ensure full consistency between the programme title, its substantive focus, and the intended qualification profile.

In the opinion of the expert panel, it would be advisable for the university to conduct an additional review of the content and learning outcomes of the renamed programme to ensure their full alignment with the updated title and profile, and to be adequately prepared for the forthcoming reaccreditation process.

The change of the programme title constitutes a substantive modification rather than a purely formal adjustment. A change in the name of the programme may have direct implications for its academic profile, defined learning outcomes, curriculum structure, and the qualification requirements of the academic personnel involved in its delivery. Therefore, it is necessary to ensure that the revised programme title is fully aligned with the programme's content, objectives, and intended learning outcomes, and that any modifications are reflected consistently across the curriculum, syllabi, and regulatory documentation. In addition, the university must verify that the qualifications and professional competencies of the academic staff meet the requirements associated with the updated programme profile.

During the interviews, the Head (co-head) of the Programme confirmed that the programme currently requires restructuring. Specifically, this involves transferring certain compulsory courses to the elective category and reclassifying some elective courses as compulsory components of the programme.

Also, it was identified that the document "Methodology for the Planning, Development and Improvement of Educational Programmes, and Procedures for Program Approval, Amendment, and Termination" contains inconsistencies between its Georgian and English versions. The English version specifies that a master programme must include a thesis component worth 30 ECTS credits. However, in practice, none of the implemented master programmes allocate 30 ECTS credits to the thesis component, as the thesis is assigned 15 or 20 ECTS credits. Furthermore, the Georgian version of the document does not define the credit volume of the master thesis at all. During the interviews with the Programme Heads, it was revealed that they did not have precise information regarding the number of credits allocated to the master thesis, nor whether this requirement is standardized across all programmes.

In the opinion of the expert panel, it is suggested that the university harmonize the Georgian and English versions of the document and clearly define the credit allocation for the master thesis in accordance with the actual structure of the accredited programmes, in order to ensure regulatory clarity, transparency, and consistency.

Also, the number of credits assigned to the "Physical Medicine and Rehabilitation" master programmes differs between the Georgian (120 ECTS) and English (125 ECTS) versions of the documentation. The university should ensure the accurate harmonization and proper formulation of its official documents in order to guarantee consistency, regulatory clarity, and compliance with quality assurance requirements. During the interviews with the university representatives, it was highlighted that particular attention is given to strengthening and further developing the Veterans' Sports direction within the institution.

The experts consider this initiative the best practice, as it demonstrates the university's strong commitment to social responsibility, inclusion, and the promotion of lifelong physical activity. The development of structured programmes tailored to veterans not only supports their physical rehabilitation but also enhances their psychosocial well-being and facilitates continued engagement in competitive and recreational sports.

In the opinion of the expert team, this approach aligns with contemporary trends in sports science and rehabilitation and may serve as a model of good practice for other

higher education institutions operating in the fields of sport, rehabilitation, and public health.

Evidences/indicators

- Self-evaluation report
- Interview results
- Rule Regulating the Academic Process.
- Instruction for the Execution, Submission, and Evaluation of Master's Theses.
- Results of the Evaluation of Academic Personnel/Invited Lecturers by Students.
- Methodology for Developing an Individual Study Plan.
- Student Satisfaction Survey.
- Analysis of Survey Results of Students, Graduates, and Employers, and Report on the Use of Results, for the Purpose of Programme Development.
- Educational Programs Operating at the University of Sport

Recommendations:

- It is recommended that the university ensures full alignment between the teaching and assessment methods implemented in practice and those formally described in the approved syllabi. Any modification in the mode of delivery (e.g., transition from face-to-face to online or blended formats) should be clearly reflected in the respective course syllabi, individual study plans, and relevant regulatory documentation, in order to maintain transparency, consistency, and quality assurance compliance.
- It is recommended that the change of the program title is accompanied with a comprehensive review of the curriculum, learning outcomes, and academic staff qualification requirements to ensure full alignment with the revised programme profile and continued compliance with internal regulations and accreditation standards.

Suggestions:

- It is suggested that the university further enhances the integration of modern teaching methodologies and expands the implementation of digital tools and technologies within the learning process, in response to student feedback and evolving educational standards.
- It is suggested that the university consider strengthening the practical component across the programmes, including within the Physical Medicine and Rehabilitation/ Sport Rehabilitation and Recreation programme.

Best Practices (if applicable):

- Strengthening and development of the Veterans' Sports direction. This initiative demonstrates the institution's commitment to social responsibility, inclusion, and the promotion of lifelong physical activity, while supporting veterans' physical rehabilitation and psychosocial well-being.

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

3.3 Assessment of Learning Outcomes

HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Descriptive summary and analysis of compliance with the standard component requirements

The university has established a student assessment system governed by the Rule Regulating the Academic Process, which is aligned with the Order of the Minister of Education and Science of Georgia No. 3 (January 5, 2007) concerning the calculation of credits for higher educational programmes. The existing framework demonstrates compliance with national regulatory requirements.

Under the established rule, the award of credit is contingent upon the achievement of the learning outcomes defined in the syllabus of the respective course. Credits assigned to a programme component are to be earned within a single semester, ensuring clarity and temporal consistency in academic progression. The regulatory framework explicitly stipulates that credit cannot be granted based solely on a single assessment element; therefore, student performance is evaluated through a combination of intermediate and final assessment components.

Each course component is assessed on a 100-point scale. To obtain credit, a student must achieve a minimum of 51 points, which serves as the established threshold for successful completion and confirmation of learning outcome attainment.

The university applies a clearly defined minimum competence threshold within its student assessment system. A minimum threshold is established for each assessment component, ensuring that student performance meets defined academic standards. The proportion of the minimum competence threshold allocated to the final assessment does not exceed 60% of the total final assessment score. The threshold is determined in accordance with the assessment methods used in each course and is aligned with the programme's objectives, intended learning outcomes, and disciplinary specifics.

The assessment of the master theses is regulated by the university's internal Instruction for the Execution, Submission, and Evaluation of Master's Theses. The master thesis represents an individual research work demonstrating the student's ability to independently conduct research, structure and format academic writing, publicly present findings, and defend a scientific argument. The thesis is prepared under the supervision of an academic advisor and is assessed as a single, comprehensive final evaluation, either in the semester of completion or in the subsequent semester. A thesis is considered successfully defended upon achieving 51 or more points. If the thesis receives 41–50 points, the student is granted the opportunity to revise and resubmit it in the following semester. In cases where the

thesis is evaluated with 0–40 points, the student loses the right to resubmit the same work and must select a new topic for defense in accordance with national legislation and institutional regulations.

The assessment methods applied within the educational programmes are appropriate and reflect the specifics of the respective disciplines as well as the intended learning outcomes. In selecting assessment approaches, academic staff consider both the nature of the subject matter and the competencies to be achieved. Detailed information on assessment methods is provided in the course syllabi, which is made available to students through the Electronic System for Academic Process Management. Students are informed about assessment procedures and criteria at the beginning of each course.

The university evaluates the achievement of program learning outcomes in accordance with its Methodology for Assessing Educational Programme Learning Outcomes. Both direct and indirect assessment methods are utilized. Direct assessment includes systematic analysis of student academic performance across all mandatory components and registered students, comparison with established target benchmarks, and identification of cases requiring intervention. A Learning Outcome Assessment Map is developed for each programme, defining measurable indicators for each learning outcome and specifying benchmark levels that determine whether outcomes are achieved satisfactorily. Where assessment results indicate deficiencies, the University may revise assessment methods or implement substantive program modifications, including adjustments to prerequisites, credit allocation, contact and independent hours, course content, or recommended literature.

Indirect assessment methods include surveys of graduates and employers. Employers evaluate the professional competencies of graduates employed within their organizations, while graduates assess the relevance and adequacy of knowledge and skills acquired. The findings of these surveys are systematically analyzed and discussed by Programme Heads and Working Group members and are taken into account in programme development and refinement.

The university also regularly assesses student satisfaction with the assessment system. During the Fall semester of the 2024–2025 academic year, survey results indicated positive evaluations regarding fairness, objectivity, and the quality of feedback provided by lecturers. Based on the analysis of such results, responsible individuals, including Programme Heads and Working Group members, may decide to review and refine assessment methods to further strengthen the reliability and validity of evaluating student achievement of learning outcomes.

In the recent reporting period, the university introduced targeted measures to further strengthen the assessment of students' practical competencies. Within sports-related educational programmes, detailed rubrics were developed for evaluating the practical component, particularly exercise performance, thereby enhancing objectivity, consistency, and transparency in the assessment of applied skills. However, it should be noted that during the interviews with students and graduates, they indicated that it would be desirable to further strengthen the practical component of the programmes, including within the Physical Medicine and Rehabilitation programme.

The assessment system applied within educational programmes is aligned with current national legislation and complies with the "Rule for Calculating Credits for Higher Educational Programs," approved by Order No. 3 of the Minister of Education and Science of Georgia (January 5, 2007). The appropriateness of assessment methods is ensured through the involvement of qualified academic staff, systematic collection and analysis of student feedback on assessment practices, continuous identification of staff development needs, and ongoing retraining initiatives focused on modern assessment systems.

<p>The achievement of programme learning outcomes is monitored in accordance with the University’s “Mechanism for Assessing Educational Program Learning Outcomes,” which provides for regular evaluation using both direct and indirect methods, followed by appropriate corrective actions where necessary. This structured approach ensures that assessment findings meaningfully inform programme development and continuous quality improvement.</p> <p>Transparency of assessment processes and the protection of student rights are guaranteed by the Rule Regulating the Academic Process, which clearly defines procedures for reviewing and appealing assessment results. Students are informed about assessment criteria and procedures at the beginning of each course by the responsible lecturer, as well as by representatives of the Examination Center who administer the examination process. General student satisfaction surveys conducted within the quality assurance framework also assess perceptions of the knowledge assessment system. Survey findings are used to enhance transparency, improve process administration, and address identified issues.</p> <p>Overall, the mechanisms, monitoring activities, implemented improvements, and systematic professional development initiatives in place at the university ensure compliance with established standards. Their continuous and structured implementation supports the maintenance and further enhancement of the quality and effectiveness of the assessment system</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ● Self-evaluation report ● Instruction for the Execution, Submission, and Evaluation of Master's Theses ● Methodology for Assessing Educational Programme Learning Outcomes ● Student Satisfaction Survey ● Analysis of Survey Results of Students, Graduates, and Employers, and Report on the Use of Results, for the Purpose of Program Development
<p>Recommendations:</p> <p>None</p>
<p>Suggestions:</p> <p>None</p>
<p>Best Practices (if applicable):</p> <p>None</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals

defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management

- HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan.
- HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.

Descriptive summary and analysis of compliance with the standard component requirements

The Personnel Management Policy of the LEPL Georgian State University of Sport presents a comprehensive and structured framework governing the management of academic, invited, administrative, and support staff, and is clearly aligned with the university’s mission, vision, and strategic development goals. The policy is grounded in the applicable Georgian legislation, including the Labor Code of Georgia, the Law on Public Service, the Law on Remuneration in Public Institutions, the University Charter, and relevant internal regulations, demonstrating compliance with national legal requirements. The document conceptualizes human resource management as both a strategic and operational function, emphasizing a long-term, evidence-based, and future-oriented approach focused on prevention, sustainability, and institutional development. It defines two main dimensions of personnel management: a strategic direction, which includes workforce planning, recruitment, professional and career development, motivation, performance evaluation, employee satisfaction assessment, and remuneration systems; and an operational direction, which encompasses job descriptions, qualification requirements, organization of competitive recruitment procedures, appointment and dismissal processes, documentation management, legal regulation of labor relations, disciplinary procedures, and HR database administration. The policy clearly categorizes university personnel into academic, invited, administrative, and support staff, and establishes structured mechanisms for workforce planning based on institutional needs analysis, student enrollment dynamics, workload distribution, structural changes, and annual and semester-based planning processes, with corresponding budgetary implications. Recruitment and selection procedures are described as transparent, objective, non-discriminatory, and competitive, utilizing both internal mobility mechanisms such as rotation and promotion, and external sources including vacancy announcements, professional networks, internships, and reserve candidate pools, with selection stages that may include document screening, written and oral assessment, interviews, and commission-based decision-making. The document also outlines a structured onboarding and adaptation process aimed at facilitating the integration of new employees into the institutional culture through orientation, mentoring, access to organizational regulations, and provision of necessary working conditions. Professional development is positioned as a core institutional priority and includes participation in international conferences and projects, engagement in research activities, exchange programs, internal training, mentoring, coaching, and inter-faculty rotations, with development needs typically initiated by direct supervisors.

The performance evaluation system differentiates between administrative and academic staff and is conducted annually using qualitative and quantitative indicators, assessing teaching effectiveness, research productivity, and alignment with institutional goals, while emphasizing constructive feedback and developmental outcomes linked to motivation, training needs, and career progression. The policy further defines incentive mechanisms, both financial and non-financial, including formal recognition, certificates, public acknowledgment, bonuses, gifts, and career advancement opportunities, and establishes salary models based on fixed, variable, or combined remuneration schemes, with academic staff compensation determined according to contractual terms and workload. Considerable emphasis is placed on organizational culture and corporate responsibility, highlighting principles of fairness, transparency, equality, academic freedom, non-discrimination, trust, teamwork, employee engagement, health and safety, and participatory decision-making, supported by regular meetings, internal communication mechanisms, and inclusive governance practices. Overall, the policy represents a structured and strategically aligned human resource management framework that supports institutional sustainability, professional development, and organizational effectiveness, while offering opportunities for further strengthening through clearer performance indicators and enhanced digitalization of HR processes.

This commitment is demonstrated through systematic professional development activities organized by the Center for Qualification Development and Retraining". In 2023, an invited trainer delivered specialized training for academic staff of the Faculty of Physical Medicine and Rehabilitation on Problem-Based Learning (PBL), including dedicated sessions on assessment within PBL-based instruction. In 2024, cross-faculty training sessions on contemporary teaching methods were conducted, during which academic and invited personnel were introduced to modern instructional approaches and discussed appropriate assessment tools. During 2024–2025, the Head of the Quality Assurance Service of the Faculty conducted training on "Learning Outcomes and Assessment Methods" for academic and invited personnel involved in implementing the bachelor and master programmes in Physical Medicine and Rehabilitation.

The document regulating the affiliation of academic staff at the LEPL Georgian State University of Sport establishes a clear legal and procedural framework governing the exclusive institutional affiliation of professors, associate professors, assistant professors, and assistants. It defines the scope, purpose, rights, and obligations arising from affiliation and emphasizes transparency, accessibility of information, and compliance with applicable legislation and internal university regulations. The primary objective of the rule is to ensure that academic staff formally affiliate solely with the university through a written agreement, thereby strengthening institutional identity, consolidating academic output under the university's name, and fostering mutually beneficial labor relations. Under the regulation, affiliated academic personnel confirm that their primary educational, research, creative, or performance-related activities are conducted in the name of the university and that all resulting outputs are attributed exclusively to the Georgian State University of Sport, including in cases of collaborative research based on consolidated resources, where the institutional affiliation must be clearly indicated in publications and other academic products. The rule further requires affiliated staff to be actively engaged in teaching, research supervision, student consultation, and participation in institutional decision-making processes. The university employs only affiliated academic personnel, and candidates participating in academic competitions must declare in advance their

readiness for exclusive affiliation and confirm that they do not hold analogous active affiliation agreements with other higher education institutions. While limited lecturing activities at other institutions are permitted under defined conditions and with prior written notification and approval, violation of the affiliation requirements results in automatic termination of the employment contract. The annexed affiliation agreement formalizes the obligations of both parties, specifies responsibility for non-compliance, and clarifies that research and creative outputs produced during the affiliation period remain attributed solely to the university even after the expiration of the affiliation term. Overall, the document reflects a centralized and institution-focused academic staffing model aimed at strengthening academic integrity, consolidating research outputs, and ensuring clear institutional representation in educational and scholarly activities.

During the review of personnel files and the interviews conducted, it was established that the administrative, academic, and invited staff possess the relevant qualifications required for their respective positions. However, it is recommended that the university strengthens its strategic approach to the professional development of staff involved in the teaching process by prioritizing the enhancement of competencies in modern teaching and assessment methodologies, the effective integration of digital platforms and educational technologies, and the advancement of foreign language proficiency, thereby supporting high-quality instruction, improved academic communication, access to international academic resources, and active participation in international cooperation initiatives.

Evidences/indicators

- Self-evaluation report
- Interview result
- Personnel Management Policy
- CVs
- Results of Personnel Performance Evaluation and Satisfaction Surveys and Report on their Use in Personnel Management and Development
- Job Descriptions and Qualification Requirements
- Sample of Contract Concluded with Personnel

Recommendations:

- It is recommended that the university enhances the professional development of teaching staff by strengthening competencies in modern teaching and assessment methods, effective use of digital technologies in practice, and foreign language proficiency.

Suggestions:

- It is suggested for the university develop targeted measures aimed at attracting and retaining young researchers and early-career lecturers in order to support generational renewal and the sustainable development of academic capacity.

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

4.2. Academic/Scientific and Invited Staff Workload

Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them

Descriptive summary and analysis of compliance with the standard component requirements

The university employs a total of 259 people (including academic, scientific, invited, administrative, support staff). Total number of academic staff – 75 (Professors - 17, Associate professors - 48, Assistant professors - 10). All of them are affiliated with the university. Invited staff involved in teaching – 63, Administrative and support staff – 121.

The review of documentation and institutional regulations indicates that the number and workload distribution of the university's academic and invited personnel are aligned with the needs of the educational programmes, sports-related activities, and other institutional functions. The university employs 75 affiliated academic staff members across 9 higher education programmes, resulting in an approximate academic staff-to-programme ratio of 9:1, which supports the effective and stable implementation of teaching and research activities.

The university has established a formal workload scheme applicable to academic staff and invited lecturers, including those remunerated on an hourly basis. The workload structure for Professors, Associate Professors, Assistant Professors, and Assistants comprises two principal components: teaching activities and scientific/research work, with additional duties assigned in accordance with institutional functions. Weekly teaching loads are differentiated by academic rank and clearly defined within the internal regulatory framework.

The maximum workload does not exceed the limit established by the Labor Code of Georgia, namely 40 hours per week. For full-time academic staff, the annual working time is calculated at 45 working weeks, totaling 1,800 hours, and these parameters are incorporated into workload planning. Each academic semester consists of 19 weeks, including 15 weeks allocated to the direct teaching process, which is taken into consideration in scheduling and workload allocation.

The university administration conducts an annual review and evaluation of the teaching and research performance of academic and invited personnel at the end of each calendar year. Furthermore, minimum staffing requirements are established for each educational programme to ensure sustainability, continuity, and the stable delivery of academic activities. Overall, the existing workload regulations appear structured, regulated, and consistent with legislative norms and institutional operational needs.

Position	Total Annual Hours (Minimum)	Teaching Activity (Minimum)	Scientific-Research (Minimum)	Consultative Load (Minimum)	University Events (Minimum)
Professor	Not less than 1200	Not less than 600	Not less than 300	Not less than 80	Not less than 220
Associate Professor	Not less than 1500	Not less than 800	Not less than 420	Not less than 80	Not less than 200
Assistant Professor	Not less than 1600	Not less than 900	Not less than 450	Not less than 80	Not less than 200
Assistant	Not less than 950	Not less than 450	Not less than 220	Not less than 80	Not less than 200

The university has developed a workload scheme in accordance with the maximum allowable hourly workload of academic personnel, enabling the conversion and recalculation of activities performed into standardized units of time. For each category of activity, both minimum required and maximum permissible hours are defined, thereby ensuring balanced workload allocation and the effective implementation of educational programmes and other assigned institutional functions.

The university ensures systematic monitoring of workload implementation through its Academic Process Management Service, which oversees compliance with established workload norms for both academic personnel and invited lecturers employed on contractual or hourly bases. The regulatory framework governing academic process planning and workload allocation is designed to reflect the specific characteristics of each educational program, including the structure of sports specialization groups, practical classes, and professional practice components, as well as the permissible student contingent for each type of instructional activity. In planning staffing levels, the university considers the best international practices relevant to specialized higher education institutions in the fields of sport and arts in order to ensure program sustainability and academic continuity. The distribution of workload across teaching, research, consultation, and university-related activities follows a defined priority order: affiliated academic personnel, non-affiliated academic personnel, and invited lecturers. Individual workload assignments for academic staff are determined prior to the commencement of each academic year based on planned activities and are subsequently updated on a semester basis to reflect mandatory and elective courses delivered during the relevant term. The university prepares an annual workload scheme for academic, scientific, and invited personnel, including individual workload indicators for each academic staff member, taking into account any concurrent workload at other higher education institutions.

The Human Resources Management Service utilizes data from the Higher Education Management Information System (QMS database) to regulate and verify the hourly

workload of academic and invited personnel, ensuring both internal accuracy and consistency with external reporting requirements. In determining the number of academic and invited staff required for each educational program, the university considers several key factors, including student enrollment numbers, maximum group sizes for lectures and practical classes, weekly teaching hours for compulsory courses, the maximum allowable workload per academic staff member, and established institutional benchmarks regarding minimum and maximum percentage allocations for academic and invited personnel. Since the previous institutional assessment, academic competitions have been conducted in response to the expiration of academic appointments and the identified need to strengthen staffing capacity through the recruitment of additional personnel.

During the interviews, invited staff indicated that their hourly workload may be subject to change due to revisions in the titles and content of the bachelor and master programmes.

Evidences/indicators

- Self-evaluation report
- Interview result
- Rules and Conditions for the Affiliation of Academic Personnel.
- Methodology for Determining the Number of Academic, Scientific, and Invited Personnel by Programmes

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

5. Students and Their Support Services

HEI ensures the development of student-centred environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students, implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services

5.1. The Rule for Obtaining and Changing Student Status, the Recognition of Education, and Student Rights

- For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period.
- HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

The organization of the educational process and the protection of student rights at the Georgian State University of Sport are regulated by special internal documents intended to define the legal framework for teaching and student life at the university.

Students possess a wide range of rights, including receiving quality education; choosing their preferred specialty and registering for academic courses; participating in scientific-research activities; using the university's material-technical base and informational resources; obtaining complete information about their academic program and disciplines; participating in university governance through student self-government; evaluating the educational process, academic and administrative staff, and submitting proposals to improve the quality of teaching; appealing academic assessments or administrative decisions through fair and transparent procedures.

Mechanisms for the protection of student rights include reviews of complaints and ensuring appropriate responses; the Code of Ethics, which guarantees fair treatment and objective evaluation of students; a special procedure for appealing midterm and final examination results; the right to appeal administrative matters. The university systematically monitors student satisfaction and responds accordingly when necessary.

The document "Rule Regulating the Educational Process" constitutes the legal and organizational foundation of the academic process at the Georgian State University of Sport. It defines the general rules for teaching, mobility, assessment, and the granting of academic status at the university. The document applies to both undergraduate and graduate educational programmes.

The Rule Regulating the Educational Process sets out in detail: the acquisition, suspension, termination, and restoration of student status; conditions for enrollment in undergraduate, graduate, and other educational programmes, including: admission through Unified National Examinations; admission without national examinations (for specific categories such as foreign citizens, athletes); special rules for admission to master programmes; teacher training and Georgian language training programmes; rules for internal and external mobility; requirements for academic registration and tuition fee payment; grounds for the suspension and restoration of status.

The document defines the language of instruction, the documentation required for student registration, contractual conditions, and the obligations of the university to ensure the quality of learning and the protection of student rights.

At the beginning of the document, it is clearly stated that the educational process is carried out in full compliance with the Law on Higher Education and the university's internal regulatory acts.

Student status may be obtained either through the Unified National Examinations or without them, for specific categories. The right to study without national examinations is granted to foreign citizens, Georgian citizens who have studied abroad, as well as high-achieving athletes and individuals holding the status of olympic medalists.

Continuation of studies at the master level is possible through the Unified Master's Examinations or, as determined by the Ministry, without examinations. In such cases as well, the university considers language competence and specific registration procedures. Rules for internal examinations and appeals, ranking principles, and deadlines for the legal formalization of results are established.

Suspension of student status is considered a temporary interruption of the relationship between the university and the student, while preserving corresponding rights. Status may be suspended for various reasons, including personal request, health conditions, family circumstances, financial difficulties, failure to complete registration, and others. Suspension of status is granted for a defined period, up to a maximum of five years, by order of the Rector. After this period expires, the status is terminated.

Termination of student status is mandatory in cases of unsatisfactory academic performance within the programme timelines, violations defined by the statute, or upon personal request. A student whose status has been terminated may exercise the right to mobility, except when the reason for status termination is incompatible with the statute of the receiving university.

Restoration of student status is possible within five years after suspension, based on a personal request or automatically (e.g., after covering outstanding fees). Upon restoration, previously earned academic credits are retained.

The mobility procedure is regulated by decrees of the Minister of Education, Science, and Youth of Georgia. The right to mobility, under certain rules, is granted to both active and suspended students. Administration of the mobility process is carried out through the Education Management Information System using an electronic portal. The university is obliged to ensure the registration of available places, the determination of required documentation, and the evaluation of programme compatibility.

The final part of the document describes other technical regulations, including required documents for registration, issuance of student cards and procedures in case of their loss, rules for tuition fee payment, and others. All processes are based on current legislation and the university's internal regulations.

The university has established a Code of Ethics and norms of disciplinary responsibility. Disciplinary proceedings may be initiated based on a motivated

application/complaint by an individual who believes that their rights and interests have been violated by the actions of staff or students. The Code of Ethics also ensures the protection of student rights as it defines behavioral norms for staff that guarantee the safeguarding of student interests, including:

- They are obliged to treat students with respect and provide academic and intellectual guidance.
- They must respect students' academic freedom and support their professional development and the strengthening of ethical principles.
- In the student assessment process, academic/invited staff must act in accordance with the principles of fairness and objectivity; the grades they assign must be objective and based solely on the student's academic performance.
- Evaluation must not be influenced by personal characteristics such as gender, religion, race, personal values, political affiliation, and others.
- They must provide students with complete information about the assessment system. Their actions must not create conditions that place any student in an advantageous or privileged position relative to others.

An important finding, identified both during the visit and through the review of the Student Satisfaction Survey (Satisfaction Survey Report – Students, 2025), is that a certain number of students are unaware of the legal mechanisms, regulations, procedures, and rules existing at the university. Significant percentages include: 14.9% of surveyed students are unaware of the Code of Ethics; 22.1% are not familiar with the mechanisms and procedures for detecting, preventing, and responding to plagiarism; 18.9% are unaware of the rules for participating in selection competitions for exchange programmes; 15.5% do not know the rules for scholarship allocation, and others. Based on these data, it is advisable for the university to focus on an important issue – increasing student awareness regarding relevant normative documents.

Evidences/indicators

- Graduate Satisfaction Survey
- Student Satisfaction Survey
- Document Regulating the Educational Process
- University Website
- Interview Results
- Sample Agreement to Be Concluded with Students
- Mechanism for the Protection of Students' Rights and Legitimate Interests
- Program for Supporting the Education of Elite Athletes

Recommendations:

- It is recommended that the university consistently ensures the enhancement of student awareness regarding the legal and ethical regulations, procedures, and rules in place within the higher education institution.

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

5.2 Student Support Services

- HEI has student consulting services in order to plan educational process and improve academic performance
- HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development
- HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
- HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

The university implements effective support mechanisms aimed at meeting student needs and promoting their success in the learning process. In this regard, the institution ensures both general and specific support mechanisms, particularly for vulnerable groups.

At the Georgian State University of Sport, students have the opportunity to benefit from relevant consultations to better plan their academic process and ensure successful learning. This service is accessible both from academic and invited staff, who, within the scope of their responsibilities, are directly obliged to provide students with consultations when needed.

For the purpose of ensuring student informational support, relevant meetings are held at the higher educational institution. Regarding academic courses, students receive information from professors and instructors through syllabus presentations. Accordingly, students are informed about the assessment system, course-related activities, and other important matters.

In addition to access to personal consultations with professors, students are also able to receive assistance from faculty administration representatives and the Learning Process Management Office.

The university pays appropriate attention to students' socio-economic conditions. The university offers various types of scholarships, including financial aid based on academic performance or socially vulnerable status. Funding sources include both

the university and private entities—such as the Bank of Georgia and charitable foundations. There are flexible schemes for tuition fee payment, including installment plans and deferrals, the latter ensuring increased accessibility to higher education for more students.

It is noteworthy that a Career Development Office operates at the university, actively collaborating with students in the corresponding direction. Career support is considered one of the priorities of the university. Information on employment opportunities is provided systematically; the university has close cooperation with specialized federations, which increases students' chances of employment. In many cases, the university itself issues recommendations for its graduates during the employment process. It can be stated with certainty that employers cooperating with the university are actively involved in the development of educational programmes.

As of 2025, 65.3% of graduates are employed in their field of specialization, 13.2% are employed in other fields, employment information is unspecified for 10.5%, 10% are unemployed, and 1.1% are self-employed. Overall, the employment rate of graduates is 69.6%.

Based on the presented data, the employment spectrum is broad and diverse. For example, graduates are employed as fitness instructors, coaches, physical medicine specialists in rehabilitation centers, physiotherapists, teachers, in sales, in the service sector, and in upper-level managerial positions, among others.

To determine student satisfaction, the institution periodically conducts surveys in order to identify needs and plan corresponding measures. As was confirmed during the visit, such feedback does not remain without response.

A specialized commission exists for the review of student complaints and appeals, responsible for objectively evaluating submitted applications and ensuring appropriate actions.

Student engagement in university life is multifaceted and encompasses both academic and extracurricular activities, including sports, creative and educational events, participation in faculty and university conferences, and more.

It is important to note the intensity of international mobility, which, as identified during the interview process, has been utilized by numerous students. Such international mobility is significant insofar as it contributes to the process of internationalization and broadens students' worldview.

As confirmed during the visit in relevant sessions, graduates actively maintain ties with the university and participate in various university events.

It may be said that students and graduates give high evaluations to informational support and the level of teaching; however, they expressed a desire for the university to have its own independent academic building and for the library infrastructure to be further improved. Additionally, they highlight the need for the creation of student spaces where students will be able to spend their free time effectively. Although work

in this direction has already begun, it is noteworthy that during the authorization experts' visit this process had not yet been completed; therefore, we recommend that the student spaces be promptly arranged and appropriately equipped.

In addition to the aforementioned, we consider it important for a university oriented toward sports to offer a student support service such as psychological counseling, where students would have the opportunity to receive appropriate consultations.

Evidences/indicators

- Graduate Satisfaction Survey
- Student Satisfaction Survey
- Document Regulating the Educational Process
- University Website
- Interview Results
- Sample Agreement to Be Concluded with Students
- Mechanism for the Protection of Students' Rights and Legitimate Interests
- Program for Supporting the Education of Elite Athletes

Recommendations:

- In order to improve the learning environment and student support services, it is recommended to promptly complete the arrangement and proper equipping of student spaces.
- It is recommended that the university operates a student psychological support center where students will receive appropriate consultations.

Suggestions:

- None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities

6.1 Research Activities

- HEI, based on its type and specifics of its fields, carries out research/creative activities.
- Ensuring the effectiveness of doctoral research supervision
- HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field

The Georgian State University of Sport has signed numerous memoranda of understanding with economic agents. These documents are divided into two main categories: agreements with Georgian organizations and agreements with foreign universities.

Cooperation with Georgian organizations covers a wide range of areas. The first memorandum was signed in 2013 with the Ministry of Sports and Youth Affairs and the Center for Sports Medicine. Collaboration with various medical institutions—such as the Patriarchate Medical Center, rehabilitation centers, clinics, and diagnostic centers—is particularly important. The University has also established partnerships with representatives of the education sector, including public schools in Tbilisi, the Georgian State College of Physical Education and Sports, Geomed Training University, Gori State University, and Georgian Technical University.

Cooperation with sports federations and clubs is especially significant. Memoranda of understanding have been signed with the federations of fencing, judo, basketball, handball, football, boxing, canoeing, table tennis, and contact karate, as well as with the Federation of Obstacle Course Sports and the Confederation of National Sports. In addition, the university collaborates with the military and security sector, as reflected in memoranda signed with the Ministry of Defense, the David Aghmashenebeli Defense Academy, and the Special Penitentiary Service.

The university has also established partnerships with the Eastern European Regional Anti-Doping Organization, the Georgian Society of Nutritionists, and other specialized organizations.

Cooperation with foreign universities and organizations includes eleven memoranda, most of which were signed in 2024. These agreements involve partnerships with several international institutions, including Burdur Mehmet Akif Ersoy University and Gedik University in Turkey; Jan Długosz University in Poland; the Faculty of Sport and Physical Education at the University of Sarajevo in Bosnia and Herzegovina; the Academy of Physical Education and Sports and the Academy of Sports in Azerbaijan; the Academy of Nutrition in Kazakhstan; the University of Málaga in Spain; and the International Basketball University in Lithuania. Additional memoranda have been signed with the Sharjah Martial Arts Club and the Armenian Athletics Federation. These agreements provide for exchange programs, joint conferences, and the promotion of scientific and research activities. Most memoranda are concluded for an indefinite period, although some specify fixed terms, such as five years, until the end of an academic year, or until otherwise terminated.

The university's vision as a research-oriented institution is primarily derived from its mission. It has a clearly defined approach to the implementation of scientific and

research activities, which is closely integrated with its educational objectives. This vision is reflected in several key directions.

The mission emphasizes “applied scientific and research activities,” indicating that the primary aim of research is to address specific, practical problems in the field of sports. The university positions itself as a specialized research center in sports science, with clearly defined priority areas across its faculties:

- **Faculty of Coaches:** Sports management; psychological and physiological aspects of athletes; training methodologies
- **Faculty of Physical Medicine and Rehabilitation:** Sports medicine and rehabilitation; adaptive physical education and parasports; biomechanics and computer modeling

This thematic focus provides a strategic foundation for the development of research expertise and distinguishes the university from other higher education institutions in Georgia.

The university’s vision also emphasizes the close integration of research and teaching. Research is not viewed as a separate activity but as an integral component of educating highly competent specialists. This implies that:

- Research findings are incorporated into educational programmes
- Students actively participate in research processes
- The research activities of academic staff enhance the overall quality of teaching

Furthermore, the University’s vision encompasses two parallel dimensions:

- **National level:** Contributing to the development of sport in Georgia
- **International level:** Engaging with the global scientific community.

The university’s vision implies not fragmented, individual research efforts but rather a systematic, institutionalized approach. This is reflected in several key components:

- A clearly defined institutional strategy for research development (2025–2030)
- Transparent procedures for research funding
- A structured system for assessing the scientific productivity of academic personnel
- The existence of a dedicated scientific research service
- Multi-component support mechanisms for research activities

The vision of the university as a research institution also incorporates a strong dimension of social responsibility. In particular, it emphasizes:

- The promotion of “clean sport,” including research on doping prevention
- Addressing issues related to gender equality
- Supporting the harmonious development of students
- Contributing to the improvement of overall societal well-being

Furthermore, the university’s vision envisages close and active collaboration with external stakeholders, including economic agents (through 64 memoranda of

understanding), sports federations, medical institutions, and international partner universities.

Based on interviews conducted with university representatives, including academic staff, it has been established that research findings are actively integrated into course syllabi, particularly within master degree programmes. In addition, students are involved in various scientific projects, and the university deliberately encourages and supports their participation in scientific conferences.

Evidences/indicators

- The university's mission
- Scientific and/or creative activities of the university's academic and research staff
- Memoranda of cooperation with economic agents, as well as planned, ongoing, and completed joint research projects
- The university's mission and development strategy as an institution engaged in fundamental and/or applied research and creative activities
- Implemented, ongoing, and/or planned scientific-research and creative projects
- Relevant academic publications
- Findings derived from conducted interviews
- Priority areas of scientific research at the university

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

6.2. Research Support and Internationalisation

- HEI has an effective system in place for supporting research, development and creative activities
- Attracting new staff and their involvement in research/arts-creative activities.
- University works on internationalisation of research, development and creative activities.

During the interviews with university representatives, it became evident that the academic staff demonstrated a dual orientation: engagement in international

cooperation alongside a strong focus on addressing national needs. The interviews further revealed that the university is implementing three major projects, two of which have already been completed, while one is planned.

The first project, titled "*SUPPORTER*," was implemented with funding from the European Union under the Horizon Europe programme during the period 2023–2025. Its primary objective was to develop and implement gender equality plans across eight sports universities in Central and Eastern Europe.

The second project focused on combating doping in sport and was carried out in cooperation with the Georgian Anti-Doping Agency. The research followed a three-stage design, including a large-scale student survey, an evaluation of training effectiveness, and expert interviews. The findings indicated a low level of awareness among students and highlighted the need for systematic educational programmes. The study also emphasized the critical role of coaches, family, and the media in promoting clean sports.

The third, planned project concerns the integration of artificial intelligence into Georgian sport. Its aim is to assess the readiness of Georgian sports institutions to adopt AI technologies and to identify existing challenges. The project will employ a mixed-methods approach and is significant both scientifically and practically, as it positions the university as an innovator and lays the foundation for the development of new research directions.

Overall, the evidence demonstrates the university's active engagement in both the European scientific space and the advancement of national sports education and ethical standards.

The Georgian State University of Sport has established a mechanism ensuring public, transparent, and fair procedures for research funding, approved by the Academic Council on September 12, 2025. The primary objective of this mechanism is to ensure transparency, fairness, and efficiency in the allocation of funds, while promoting scientific research and enhancing the quality of research outputs.

According to the provisions on funding types and amounts, scientific activities and research projects conducted by affiliated personnel are financed from the university's resources. Notably, the university also supports research projects undertaken by master students under academic supervision - at least 3% of the university's total annual budget is allocated to support these research activities.

Funding is available across several categories, including scientific research grants, internal grant competitions, and joint projects with local or international partners. The internal grant funding framework envisages the allocation of funds to academic staff and students to support research activities, remunerate project participants, and cover expenses related to scientific travel. Importantly, grants are awarded on a competitive basis, with priority areas and topics determined by the Academic Council. However, interviews and institutional reports indicate that the internal research grant mechanism has not yet been fully implemented.

Additional funding supports the dissemination of research results, including publication in peer-reviewed journals, participation in scientific conferences, organization of conferences at the university, publication of scientific works, and

translation of field-specific literature. The university also co-finances projects that have secured external research funding.

The regulation on conference funding stipulates that the university regularly organizes scientific and practical conferences under the coordination of the Scientific Research Service. Priority for participation in external conferences is given to academic staff invited as speakers and to master students whose research aligns with conference themes.

Regarding publication funding, affiliated academic staff are eligible to receive financial support once per year for publishing articles in peer-reviewed journals. Additional funding may be requested for other types of scientific outputs, with preference given to works that can be integrated into the teaching and learning process.

Procedures for submitting and evaluating funding applications are clearly structured. Decisions on the financing of research activities are made by the Academic Council with the involvement of the Rector. A grant commission, composed of at least three members—including academic staff, representatives of the Scientific Research Service, or invited experts—is established to review grant applications, ensuring objectivity and academic rigor in the evaluation process.

The funding mechanism reflects a strong commitment to the principle of transparency. The number of funded applications depends on the allocated budget and the relevance of submitted projects. In cases of equal evaluation, preference is given to proposals with lower budget requirements. Furthermore, to encourage student engagement, priority is granted to projects that involve master students. Applicants are entitled to review their individual evaluation results, and information on funded projects is publicly available on the university's website. These practices are also confirmed by interviews conducted with academic staff.

As noted, the university's strategic objective is to contribute to the development of sports science while training highly qualified professionals and facilitating the practical application of new knowledge. To achieve these goals, the university has established a multi-component support system, which includes:

- Dissemination of information on scientific conferences, grants, and scholarships
- Organization of conferences and publication of proceedings
- Provision of research-oriented training
- Ensuring academic integrity
- Promotion of participation in international publications and conferences
- Expansion of access to scientific infrastructure and databases
- Monitoring and funding research productivity among academic staff
- Integration into international library networks
- Cooperation with local and international scientific organizations

A central role in this system is played by the Scientific Research Service, which operates with the support of the university administration, library, finance and procurement department, and international relations office.

Several key achievements have been realized through these support mechanisms. These include the publication of scientific conference proceedings during 2018–2024; the organization of research skills training sessions in 2020, 2021, and 2025; and the implementation of the StrikePlagiarism system to ensure academic integrity. In

addition, 43 scientific articles have been published in journals indexed in the Scopus database. The University has also secured access to major scientific databases, including Cambridge Journals Online and SAGE Premier, and regularly hosts open public lectures on diverse topics. Investments have been made in research infrastructure, including the acquisition of equipment and the initiation of procurement procedures for seven additional devices. The University has also established close scientific collaboration with the Ivane Beritashvili Center for Experimental Biomedicine.

Despite these advancements, attracting external funding—both local and international—remains a challenge. Notably, the university's academic staff has not yet secured grant funding from the Shota Rustaveli National Science Foundation of Georgia.

To address long-term research capacity, the university has developed the *Strategy for Attracting, Developing, and Retaining Young Researchers (2025–2030)*, approved by the Academic Council on September 12, 2025. The strategy targets three main groups: (1) master's and undergraduate students with research potential; (2) doctoral candidates and prospective PhD researchers; and (3) early-career academic staff.

The strategy is structured around three key directions:

- **Identification and attraction of talent:** positioning the university as a primary destination for promising young researchers in sports science
- **Professional development and integration:** equipping young researchers with the necessary skills and resources for successful academic careers
- **Career development and retention:** establishing clear career pathways and recognition mechanisms to retain talented staff

The effectiveness of the strategy will be evaluated using four main indicators:

- Increase in the number of young candidates applying for academic positions
- Growth in the number of publications produced by master students
- Volume of grant funding obtained by young researchers
- Retention rate of early-career academic staff

The strategy is already being implemented in practice, as confirmed by interview findings, indicating the university's commitment to strengthening its research capacity and ensuring sustainable academic development.

The Georgian State University of Sport actively pursues an internationalization strategy through its International Relations Service. Since 2015, the university has been a member of the International Association of Universities of Physical Culture and Sport. In 2018, Georgia hosted the World Forum of Sports Sciences for the first time, and the forum is scheduled to return to Georgia in 2028.

Between 2021 and 2024, the university signed memoranda of understanding with nine foreign universities and two international organizations, including higher education institutions in Bulgaria, Kazakhstan, Azerbaijan, Spain, Lithuania, Hungary, Poland, and other countries. Within the framework of the Erasmus+ programme, eight academic staff members delivered lectures at partner universities, and twenty-two foreign researchers visited the University. Additionally, academic staff published

articles in journals indexed in Scopus and Web of Science in collaboration with international co-authors.

Particular attention is given to the *SUPPORTER* project, implemented under the Horizon Europe programme, which aimed to develop and implement gender equality plans across eight European sports universities. This project reflects the university's commitment to applied international research collaboration.

Despite these efforts, the university faces challenges in translating international cooperation into measurable scientific outputs. The documentation and interviews provide limited information regarding the outcomes of joint research, such as the number of jointly published scientific articles or successfully obtained grant projects. Furthermore, financial aspects of these activities—including expenditure and revenue generated through international partnerships—are not clearly reported.

While many activities, such as lectures and cultural visits, are valuable in terms of visibility, experience, and networking, the documentation primarily describes these events without analyzing the concrete academic or scientific results achieved through international cooperation. This indicates a gap in the systematic evaluation of the impact of internationalization on research productivity and knowledge development.

Evidences/indicators

- Reflection of research, development, and creative activities in the university's regulatory documents
- Funding trends for research, development, and creative/performing activities over the past five years, as provided in the university budget
- Public, transparent, and fair procedures for research funding
- Mechanisms supporting research and creative activities
- Findings from interviews with academic staff and other stakeholders
- Strategy for attracting and involving young staff in the university's scientific, research, and artistic-creative activities
- University-supported initiatives of young researchers, including master's, doctoral, postdoctoral students, and others
- Results of student surveys conducted by the University
- Findings from interviews regarding student engagement and research involvement
- Joint research and artistic-creative activities with international partners
- Institutional cooperation with international research units
- Involvement of staff and students in international scientific and professional-creative activities
- Joint master's and doctoral programs, or action plans for identifying and implementing partnerships
- Statistics on co-supervision involving foreign and local professors
- Results and insights derived from interviews regarding international collaboration and academic activity

Recommendations:

- It is recommended that the university strengthens its support for academic staff to enhance their ability to attract funding from both local and international scientific and research funds.
- It is recommended that the university implements an internal research grant mechanism to systematically support faculty and student research initiatives.

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

6.3. Evaluation of Research Activities

HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

The Georgian State University of Sport has established a system for assessing the scientific productivity of its academic personnel, approved by the Academic Council on September 12, 2025. The system aims to provide a unified, objective, and transparent framework for evaluating research performance, defining the criteria, procedures, deadlines, and responsible units and individuals involved in the assessment process.

This mechanism serves as a strategic tool for internal quality assurance, grounded in continuous assessment principles, with the primary goal of improving the quality of scientific research and fostering the professional development of academic staff. Both quantitative and qualitative analyses of research outputs are conducted annually, forming the basis for recommendations to enhance productivity. Assessment relies on academic staff's self-evaluation forms alongside data on their scientific and research activities.

The assessment process is structured in three stages:

1. Faculty-level data analysis: The faculty's Quality Assurance Service, in coordination with the Human Resources Management Service, evaluates submitted academic staff data.
2. Analytical reporting: The faculty-level report is submitted to the University's Quality Assurance and Scientific Research Services for further review.
3. Final evaluation: Results are presented to the Academic Council.

A scoring system assigns specific points to each research activity. Academic staff are required to complete a detailed self-assessment annually, reflecting both teaching and research contributions. Analysis occurs at individual and faculty levels to determine scientific productivity, identify challenges, and formulate recommendations for improvement. If necessary, the Faculty Quality Assurance

Service and the Human Resources Management Service provide substantiated suggestions to the central administration.

The main qualitative indicator is the publication of articles in high-impact, peer-reviewed journals indexed in international databases such as Scopus, Web of Science, Elsevier, and EBSCO. The university's Quality Assurance and Scientific Research Services consolidate results from all faculties, producing a unified report submitted to the Rector, Academic Council, and other authorized bodies. Targeted recommendations are then developed, and high-performing staff are recognized through transparent research funding procedures. The Human Resources Management Service ensures the dissemination of best practices, creating a motivational environment for outstanding researchers. Additionally, the Scientific Research Service publishes an annual summary report on scientific activities, which is publicly accessible on the University website.

Overall, the system represents a well-structured, systematic approach to assessing research productivity. However, several limitations are apparent:

- Assessment criteria and weighting: The document mentions point allocations (e.g., 15, 20, or 30 points for publications) but does not clarify how these scores are determined.
- Assessment of other scientific activities: While publications are emphasized, the evaluation of other contributions—such as conference participation, leadership in grant projects, publication of textbooks, or supervision of student research—is insufficiently detailed.

This indicates that while the mechanism provides a strong foundation for evaluating scientific productivity, further refinement is needed to ensure a more comprehensive and balanced assessment of all research and creative activities.

The document is generally well structured and establishes a systematic approach to assessing scientific productivity. However, several weaknesses are apparent:

- Assessment criteria and weighting: The document mentions that publications can be awarded fifteen, twenty, or thirty points, but it does not explain the basis for this differentiation. Specific criteria and their relative weighting are not clearly defined.
- Assessment of other scientific activities: The evaluation process focuses primarily on publications, with insufficient attention to other important activities, such as participation in conferences, leadership of grant projects, publication of textbooks, or supervision of student research.
- Use of assessment results: While the document notes that recommendations are developed and highly productive personnel are recognized, it lacks detail on the concrete consequences of high or low assessments. It is unclear how these results are applied to staff development, funding, promotions, or other institutional decisions.
- Appeal mechanism: The document does not provide guidance for academic staff who disagree with their assessment or believe that their contributions were inadequately evaluated. No formal appeal or review procedure is specified.

Despite these limitations, the document provides a solid foundation for a systematic approach to assessing scientific productivity. It emphasizes transparency and objectivity and sets out a basic framework for evaluation. Implementing the suggested improvements—such as defining detailed criteria, establishing specific deadlines, incorporating validation mechanisms, and introducing an appeal

<p>procedure—would make the system a more comprehensive and effective tool for assessing and stimulating the scientific productivity of academic staff.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ● Research activity quality assessment mechanism and assessment results ● Staff scientific productivity assessment system
<p>Recommendations:</p> <ul style="list-style-type: none"> ● It is recommended to strengthen the assessment mechanism, namely, to develop a detailed assessment rubric that clearly defines the criteria for differentiating scores for various types of scientific publications. The assessment system should include other key components of scientific activity, including participation in conferences, management of grant projects, publication of textbooks, and supervision of student research. Mechanisms for the practical use of assessment results should be specified, including concrete measures or incentives for both high and low productivity. Also, a formal appeal procedure should be introduced that guarantees academic staff the right to contest assessment results within clearly defined deadlines and procedure
<p>Suggestions:</p> <p>None</p>
<p>Best Practices (if applicable):</p> <p>None</p>
<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources

- The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment.
- HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- Health and safety of students and staff is protected within the institution.
- HEI has adapted environment for people with special needs

The Georgian State University of Sport possesses several properties, as documented in extracts from the Public Register. One property is located at 55 Ninoshvili Street and has a private owner. The complex includes a plot of land of 1,678 square meters and two buildings with a total area of 5,026 square meters. Building N1, the main building, covers 2,658 square meters and consists of office space (337 square meters), commercial space (721 square meters), attic spaces (160 and 532 square meters), basement space (368 square meters), and other auxiliary areas. Building N2 has an area of 2,368 square meters. Two mortgages are registered on this property, the primary line being held by the university, which covers 1,530 square meters, or 57.6 percent of Building N1, and is valid until May 2032.

Another property is located at 76b Vazha-Pshavela Avenue and includes a 2,200 square meter land plot and a building of 4,402 square meters. Three lease agreements are registered for this building. The Youth Agency, transferred to the partner organization "Child, Family, Society," leased 364 square meters on the third floor, but this lease expired in November 2023. On the second floor, the Center for the Development of Volunteer Organizations leases 154 square meters for a ten-year term, while the University of Sport leases 1,269 square meters, representing 28.8 percent of the building. Overall, 40.6 percent of the building is leased, leaving 59.4 percent vacant.

The third property is located at 49 Chavchavadze Avenue in the Vake district of Tbilisi, with a cadastral code of 01.14.07.008.157. The land plot measures 16,422 square meters and contains two buildings. Building 1 is a three-story structure with a total area of approximately 353 square meters, and Building 2 has unspecified characteristics. The plot is state-owned, with registration dated June 15, 2015, and a gratuitous lease agreement signed on September 23, 2025, transferring the entire plot and buildings to the University until November 28, 2044. Limited construction rights have been granted to the Georgian Football Federation for 25 years starting from November 28, 2019. No other encumbrances, such as mortgages, tax liens, seizures, or prohibitions, are registered on the property.

The total educational space of the university amounts to 2,923.33 square meters, distributed across Vazha-Pshavela Avenue (1,268.84 square meters), Egnate Ninoshvili Street (1,530 square meters), and Ilia Chavchavadze Avenue (124.49 square meters). The university's facilities include lecture halls, auditoriums, administrative offices, sanitary facilities, a library, study rooms, and an archive. However, recreational spaces and group work areas are absent, and laboratory equipment requires updating to meet field-specific requirements.

The university's movable property inventory includes 1,529 items with a total value of 455,000 GEL. Furniture accounts for 600 items, including 466 chairs, 85 tables, and 45 lockers, providing sufficient capacity for a large number of students. Accessories and auxiliary items total 669 and include heaters, fans, clocks, and other household equipment. IT equipment, although representing only 7.8 percent of the items, is the most valuable category, with 120 desktops and 45 laptops accounting for approximately 55 percent of the total value, highlighting the strategic importance of digital infrastructure. Medical equipment, such as blood pressure monitors, cardiographs, and thermometers, and sports equipment, including exercise bikes, treadmills, and tennis tables, are relatively limited, reflecting that practical training primarily occurs at outdoor sports facilities.

Overall, the university's infrastructure demonstrates a combination of owned, leased, and state-granted properties, supported by a strategically organized inventory of movable assets to facilitate both academic and practical training needs.

During the inspection of the university's infrastructure, several significant accessibility issues for people with disabilities were identified. Although ramps

provide access to the first floor, the remaining floors are completely inaccessible, a situation compounded by the absence of an elevator. Consequently, people with disabilities are practically unable to independently and fully use the university's facilities. Addressing this issue is urgent to ensure equal access to the educational environment for all students.

The state of the library also presents a major challenge. The existing 90 square meters of space is insufficient for the university's 1,400 students, offering only 0.06 square meters per student, whereas international standards recommend 0.5 to 1 square meters per student. This means that the university meets only about 12 percent of the international minimum standard. Furthermore, the current space lacks adequate amenities, making it nearly impossible to provide a functional reading and learning environment. Resolving this issue requires a comprehensive approach, including both expanding the physical space and equipping it according to modern standards.

Sanitary facilities in the buildings fully meet existing requirements. They are consistently supplied with water, properly arranged, and comply with sanitary and hygienic norms. Additionally, they are equipped with uninterrupted lighting and ventilation, providing a comfortable and hygienic environment for users.

All study rooms benefit from both natural and artificial lighting, which supports a conducive learning environment. However, certain shortcomings were observed in the gyms, where safety requirements are not fully met, posing potential risks to students and staff. Addressing these issues is a priority to ensure that sports activities are conducted in a safe and standard-compliant environment.

The university has developed and implemented complex safety mechanisms within its facilities. A fire safety system is in place, including appropriate equipment and action plans to enable a quick and effective response during emergencies. Mechanisms and procedures for maintaining order also contribute to a safe and organized environment. Fire-fighting equipment is installed in visible locations on all floors, accompanied by detailed instructions for use, and evacuation plans approved by the competent authorities are posted to facilitate an organized emergency response. Additional evacuation exits meet safety standards, with doors that open outward and are constructed from appropriate materials to ensure safe egress.

The building is adequately prepared for medical emergencies, housing a medical office equipped with a full range of first aid supplies. The office is provided with both natural and artificial lighting and natural ventilation. However, the medical office in the building on Ninoshvili Street lacks a constant supply of hot and cold water. Qualified medical personnel or designated staff are available to ensure timely access to emergency medical care when necessary.

Overall, while the university demonstrates compliance with basic sanitary, safety, and first aid standards, critical improvements are needed in accessibility, library space, gym safety, and certain facility provisions to fully meet the needs of students, staff, and persons with disabilities.

The institution ensures order and security across the entire perimeter of its buildings. Security guards have been assigned to maintain order, and technical security is supported by surveillance cameras installed on both the internal and external perimeters. These cameras are equipped with video recording capabilities, enabling comprehensive monitoring of incidents and the verification of recordings if necessary. A designated parking area for people with disabilities is provided near the building, allowing barrier-free access to the facilities.

It is also noteworthy that the university has a long history and a well-established organizational culture. According to the university administration, the institution is currently operating in the aforementioned buildings temporarily, and the state plans

to construct a new, fully equipped building with appropriate material and technical infrastructure to serve the needs of the university.

Evidences/indicators

- Documentation confirming ownership of real estate, including extracts from the public register.
- Contracts with practice, research, and scientific facilities.
- Results of surveys conducted among students and staff by the university.
- Results of interviews.
- Receipts confirming payment for electricity, water, and natural gas.
- Documents confirming the proper operation and maintenance period of the heating and ventilation systems.
- Documents confirming compliance with sanitary norms.
- Mechanisms for ensuring fire safety, medical assistance, and maintaining order.
- Documents confirming the approval of evacuation plans.
- Documentation confirming ownership of fire-fighting and medical equipment, as well as security cameras.
- Employment contracts of personnel responsible for maintaining order and providing medical assistance.
- Conclusions regarding the safety of the building and compliance with fire safety standards.

Recommendations:

- It is recommended to establish a dedicated recreational space and an area for group work, and to update laboratory equipment to align with the specific requirements of the field.
- It is recommended that safety measures be implemented in gyms.
- It is recommended to improve the infrastructure for people with disabilities to ensure barrier-free and independent movement throughout the facilities.

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

The Rules for Using the Library of the Georgian State University of Sport define the main principles of the library’s functioning and the rules of user conduct. The document indicates that the library is a structural unit of the university and is accessible to university students and staff. Users are granted the right to use the library’s resources, including printed materials, catalogs, and electronic databases, and, when necessary, students receive appropriate consultation from the librarian.

The library is open six days a week: Monday through Friday from 09:00 to 20:00 and on Saturday from 09:00 to 17:00. When borrowing a book, the reader must check the condition of the material, handle it with care, and return it within the prescribed period. A student may borrow a maximum of four books at the same time for two weeks, and staff members may borrow six. The loan period may be extended once. If the library holds only one remaining copy of a book, the librarian may refuse to lend it. Readers are prohibited from making notes in books, removing cards from the catalog, or transferring borrowed materials to third parties.

Librarians are responsible for providing readers with information, assisting them in locating resources, and maintaining order in the library.

Sanctions apply in case of violation of the rules: a fine or replacement for lost materials, disciplinary responsibility for intentional damage, and, in cases of repeated violations, restrictions on borrowing materials and relevant administrative measures. The rules are approved by the rector’s order.

The university is equipped with a specialized library management program—Openbiblio, which is an integrated system enabling the effective management of up to 60,000 bibliographic units. Through its automated functionality, the program ensures both the processing of literature and the cataloging of various types of materials—books, journals, maps, and other resources. It is also noteworthy that the core literature listed in syllabi is available in the library. A large portion of textbooks has been digitized, enabling students to access reading materials remotely.

For the purpose of integration with international databases, the university cooperates with the Integrated Information Network of Georgian Libraries and offers students and staff access to such resources as Cambridge Journals Online, E-Duke Journals Scholarly Collection, SAGE Journals, and others. The quality of library services is regularly evaluated through user satisfaction surveys.

As for statistics on the use of electronic library databases, the latest data presented by the university (2024) reveals the following statistics:

Cambridge University Press	Cambridge Journals Online	2
European Respiratory Society	European Respiratory Journal	0
OpenEdition	OpenEdition Journals	4

The Company of Biologists	CoB Journals	0
SAGE Publications	SAGE Premier	163
Edward Elgar Publishing	Edward Elgar Journals&Books	40

The university has presented the funding dynamics for the last five years, indicating that the university’s sources of funding include tuition fees, program funding received from the state budget, and other revenues permitted by legislation.

The funding received from the state budget and the university’s own revenues over the last five years are as follows:

Year	State Budget Funding	Own Revenues
2021	1,500,000	1,686,818
2022	1,700,000	1,767,765
2023	1,700,000	2,218,383
2024	1,700,000	2,199,687
2025	2,500,000	2,682,000

As was stated during the relevant sessions of the visit, the higher educational institution does not limit itself to maintaining existing systems; rather, it strives for continuous renewal and enrichment. These processes include improvements to both the technological and physical environment. Nevertheless, during the inspection of the material-technical base, it was found that the library space, with its respective sections, due to its limited area, may not be able to serve an increased number of students should they decide to work on-site. Therefore, increased efforts in this direction are essential.

As required by the authorization standards for higher educational institutions, the library must include the following spaces: a book repository, a reading hall, a workspace for library staff, a space for meetings and group work, and an area with information technology equipment. Expansion of the library space is viewed as an important prerequisite to ensure that students, when needed, have the opportunity to work on-site and fully benefit from the library environment.

Evidences/indicators

- Familiarization/Inspection of Library Infrastructure
- Rules for Using the Library
- Mechanism for Updating Library Services
- Book Collection
- Electronic Databases
- University Website
- Interview Results

Recommendations:

<ul style="list-style-type: none"> • It is recommended that the university directs greater efforts toward expanding the library space so that it meets the minimum requirements established by the authorization standard. •
<p>Suggestions:</p> <p>None</p>
<p>Best Practices (if applicable):</p> <p>None</p>
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>7.3 Information Resources</p> <ul style="list-style-type: none"> ○ HEI has created infrastructure for information technologies and its administration and accessibility are ensured ○ Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place ○ HEI ensures business continuity ○ HEI has a functional web-page in Georgian and English languages.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The Georgian State University of Sport has established and maintains a structured and functional Information Technology (IT) infrastructure that ensures the continuous and uninterrupted delivery of services to its stakeholders, including students, academic staff, invited lecturers, administrative personnel, and auxiliary staff.</p> <p>The administration of IT processes is carried out by the University’s Information Technology Department, which operates in accordance with the University Charter, internal regulations, and approved policy documents. During the reporting period, the regulation governing the IT Department was revised. Additionally, the University has adopted a comprehensive Information Technology Management Policy defining IT governance principles, infrastructure management procedures, development mechanisms, and the rights and responsibilities of IT personnel.</p> <p>Electronic services and digital management systems are actively implemented, and mechanisms are in place to ensure their ongoing development and modernization. The official university website operates in both Georgian and English and was fully updated in line with expert recommendations.</p> <p>The university ensures wireless internet coverage and access to local and global information resources throughout its territory.</p> <p>The university has implemented multiple electronic systems supporting academic, administrative, and financial processes, Educational Process Management System (Start – start.sportuni.ge).</p>

The "Start" system manages the educational process and ensures personal data protection. Daily system backups are performed both by the administrator and the hosting provider ("Cloud9"), reducing informational risks.

The Student Portal serves as an integrated digital platform supporting academic administration and student engagement. Through this system, students are able to:

- Track their academic progress, including attendance records and assessment results.
- Review examination timetables and relevant academic deadlines.
- Complete institutional surveys and provide structured feedback.
- Maintain direct communication with university representatives and administrative units.

The portal contributes to transparency, accessibility of information, and the efficiency of academic process management.

The university has implemented a comprehensive set of electronic management systems that support academic, administrative, financial, and quality assurance processes in an integrated manner.

Document circulation and administrative communication are managed through the Electronic Document Management System (eflow), which enables the creation, receipt, registration, and transmission of official documents both internally and with external institutions. The integration of a qualified electronic stamp within the system enhances document authenticity, traceability, and security, thereby strengthening institutional governance and compliance.

The management of the educational process is supported by a centralized electronic database that facilitates academic registration, monitoring of student performance, calculation of GPA, credit accumulation tracking, access to syllabi, and curriculum oversight. This system ensures transparency and efficient coordination of academic procedures.

For the delivery of digital and blended learning, the university utilizes the Moodle electronic learning platform. This environment enables lecturers to upload instructional materials, assignments, syllabi, and electronic resources, while supporting distance education and student engagement in online learning activities.

Financial operations are administered through the Orisi Accounting System, a comprehensive electronic accounting platform that records and manages all financial transactions of the university. The system covers income and expenditure accounting, asset and liability management, depreciation and amortization, investment tracking, employee compensation, grants, and other financial activities, thereby ensuring accuracy, transparency, and regulatory compliance.

Library services are supported by the Openbiblio Integrated Library System, which automates the cataloguing and circulation processes and allows the management of up to 60,000 bibliographic records. The system facilitates efficient library resource administration in accordance with bibliographic standards.

In addition, the university operates an Electronic Quality Management System (QMS), which systematizes data related to academic, invited, and administrative personnel. The system reflects lecture workloads and enables monitoring of

academic staff engagement, including workload tracking across higher education institutions. This contributes to institutional oversight, transparency, and quality assurance in human resource management.

Collectively, these electronic systems form a structured digital ecosystem that enhances operational efficiency, data security, and institutional effectiveness.

During interviews with students, it was noted that the Student Portal required further refinement in terms of functionality and technical performance. Taking this feedback into consideration, the university implemented the necessary improvements and significantly enhanced the system. The development of the platform is ongoing, with continuous efforts aimed at optimizing its functionality, stability, and user experience.

Evidences/indicators

- Self-evaluation report
- Interview Results
- Documentation for the acquisition of hosting and domain
- Documentation confirming the acquisition of internet services
- Library Fund Management System (Openbiblio)
- Agreement with the Library Association Consortium
- Documentation for the acquisition of computers
- www.sportuni.ge (University's official website)
- Students.sportuni.ge (Student Portal)
- Google Services (Gmail, Drive, Scholar, etc.)
- QMS (Electronic Quality Management System)

Evaluation

- Fully complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

7.4 Financial Resources

- Allocation of financial resources described in the budget of HEI is economically achievable
- Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans

- HEI financial resources are focused on effective implementation of core activities of the institution
- HEI budget provides funding for scientific research and library functioning and development
- HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

The budget of the LEPL - Georgian State University of Sport is developed in compliance with the Law of Georgia on Higher Education, the Budget Code of Georgia, Order № 672 of the Minister of Finance of Georgia dated 25 August 2010 on the Approval of the Budget Classification of Georgia, and the Charter of the Georgian State University of Sport. The budgeting process takes into account the university's mission as well as the funding of priorities defined in its strategic and action plans.

The university applies a diversified financial resource generation model, which contributes to risk minimization and economic stability and enables the institution to consistently pursue its mission and objectives. The primary sources of funding are tuition fees and program-based funding received from the state budget. Additional income is generated from grants, rental of sports facilities, and fees for the provision of professional development and qualification enhancement training services.

The evidence and budget documentation submitted by the university demonstrate that it possesses sufficient and appropriately allocated financial resources to ensure financial stability and the effective implementation of objectives defined in the strategic development plan and action plans. Funding is aligned with the University's core priorities and institutional development needs. Financial statements present reliable, complete, and fair information. Established mechanisms support transparency in reporting and ensure the accuracy of financial data, indicating a sound level of financial management. Financial support is directed toward the sustainability and modernization of the educational process, contributing both to the improvement of the learning environment and to the achievement of institutional goals.

Based on the self-evaluation report and interviews, it is evident that since 2019 there has been a steady increase in both state budget funding and own-source revenues. Specifically, state budget funding amounted to GEL 1,300,000 in 2019 and increased to GEL 2,500,000 in 2025, while own-source revenues grew from GEL 1,320,000 in 2019 to GEL 2,218,383 in 2025.

Expenditure of financial resources is primarily oriented toward the effective implementation of the university's core activities. From total revenues, expenditures necessary for the targeted functioning of the university are financed in accordance with action plans and the economic classification of expenditures approved by the Minister of Finance of Georgia. Annual financial reports are

prepared and submitted to the Ministry of Sport of Georgia. These reports are subject to both internal and independent external audits, and the resulting audit conclusions and financial statements are reviewed by the Representative Council.

At the same time, the presented budget does not clearly indicate the allocation of financial support for students and academic staff to engage in activities such as participation in international conferences, publication of articles in high-ranking journals, scientific research, and other professional development-oriented activities. Consequently, it is advisable that expenditures allocated for research activities and professional development be explicitly identified within the university budget.

The university ensures the functioning and continuous development of its library through the allocation of financial resources. Funding covers the acquisition of both print and digital resources, access to electronic databases, and the development of modern library services, thereby providing essential support for teaching and research activities. However, the University budget does not explicitly allocate funds dedicated to the development of library resources.

It is noteworthy that during the evaluation process conducted within the reporting period, when the university submitted an application in 2025 requesting an increase in the student body, a similar recommendation was issued to the institution. According to the administration's explanation, they were unable to implement the recommendation in a timely manner, as the authorization application was submitted to the National Center for Educational Quality Enhancement within approximately one month thereafter.

A system of managerial accountability, financial management, and control is in place to ensure that resources are used in compliance with the principles of legality, efficiency, and economy. The university has developed internal regulations governing the establishment of its financial management and control system, which define financial management and control procedures, internal control measures necessary to achieve strategic objectives, including goal setting, budget preparation and implementation, delegation of authority arrangements, managerial accountability, internal and external reporting, and monitoring. Financial management and control encompass both financial and non-financial processes, operations, and activities related to the University's functioning, ensuring the achievement of institutional objectives within the budgetary and timeframes defined by strategic and action plans, in accordance with the principles of efficiency and productivity.

Evidences/indicators

- University Budget - 2025.
- Information on Funding Sources and 5-Year Dynamics of Funding.
- Document on the Implementation of the Financial System and Control.
- Self-evaluation report.
- Interview results.

Recommendations:

- It is recommended that the university budget clearly identifies the expenditure allocated for the development of library resources, research activities, and professional development.

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements