



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorisation Experts

“Final Report”

LEPL - STATE SECURITY ACADEMY

Expert Panel Members

Chair: Olgun Cicek, University of Ljubljana, Slovenia

Members:

Shota Potolashvili, Tbilisi State University, Georgia

Ia Mosashvili, Kutaisi International University, Georgia

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Tbilisi

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Authorisation Report Resume

General information on educational institution

The State Security Academy (SSA) is a Legal Entity of Public Law, established through the transformation of the Training Center of the State Security Service of Georgia on 24 December 2025. Although the Academy is a newly established higher education institution, it builds on the experience and institutional foundation of the former Training Center operating under the same state entity. During the interviews with the leadership team, it was clearly explained and justified that there was a need from the ground as well as the commitment and support from the policy makers for this transition. Regional and international benchmarks were also analyzed to support this move through a successful transition from training center to an academy. This transformation reflects the strategic vision of the state to develop security-related professional training through an integrated model of higher education, research, and innovation.

The mission of the State Security Academy is to implement higher education programmes, research activities, and specialized professional programmes in the field of security in accordance with contemporary international standards. The Academy aims to prepare professionals who demonstrate high ethical standards, critical and strategic thinking, and the capacity to respond effectively to national and global security challenges. Its role is therefore defined not only as an educational institution, but also as a platform for intellectual, analytical, and professional support to the national security system.

By referring to relevant international practices, such as national defense colleges, security research institutes, and schools of public service, the Academy seeks to perform a multifunctional role. This includes training security personnel, the production of policy-oriented research, and the provision of expertise that can contribute to evidence-based decision-making within the state security system.

Based on this vision, the SSA intends to develop as an integrated center of education, research, and practice, making a meaningful contribution to the sustainability and further development of the national security system. The Academy is expected to serve as an important institutional platform for the creation, development, and dissemination of knowledge in the field of security, the enhancement of professional standards, and the strengthening of the state's capacity to respond effectively to current and emerging security challenges.

To support the implementation of its mission, the Academy has recruited academic leaders, including the Rector, Vice-Rectors, and Dean, who hold doctoral qualifications and possess relevant academic and professional experience. In addition, experienced academic staff and recognized researchers have been engaged together with appropriate numbers of administrative staff contribute to the achievement of the Academy's strategic objectives and institutional mission.

The Academy has appropriate infrastructure and facilities for learners as well as for staff (academic and administration) with necessary support services. The initial year budget has

been allocated as 6.825.000 GEL and planned to increase as per the progress over the years in a sufficient manner. It also has a dedicated webpage for disseminating publicly available information. However, during the review process, it was observed that the webpage was not accessible from abroad, which may limit access for international stakeholders and external users.

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

Once the authorization panel had been formed by the agency, the self-evaluation report and supporting documents were circulated to all panel members for desk review. Prior to the site visit, an online preparatory meeting was held with the expert panel and agency coordinators. The purpose of this meeting was to introduce the team, discuss the initial findings, identify additional questions or documents required, and finalize the site visit agenda.

Before the interviews commenced during the site visit, the distribution of responsibilities among panel members was finalized in line with their areas of expertise. This ensured a systematic review of the self-evaluation report and supporting documents and enabled the panel to assess the institution's compliance with the authorization standards effectively.

Prior to the site visit, the expert panel members carefully reviewed the self-evaluation report and the submitted documentation. Based on the desk review, they identified key issues, questions, and observations using the mapping grid. These were used to define the main lines of enquiry for the site visit and the subsequent evaluation report, with particular attention to the standard components assigned by the Chair to each panel member. The expert team also reviewed publicly available information about the institution, particularly its website, and published documents.

During the authorization site visit, the expert panel was led by the Chair, who ensured the appropriate distribution of tasks among panel members and the smooth and timely implementation of the site visit agenda.

In accordance with the approved site visit agenda, the authorization experts examined all relevant issues required for the preparation of the draft authorization report. The panel conducted interviews with relevant stakeholders, reviewed additional documentation where necessary, and carried out a tour of the facilities for visual inspection on the second day of the visit.

The institution's leadership and staff were hospitable, cooperative, and supportive throughout the two-day site visit. They provided the necessary assistance to the authorization experts and facilitated the effective implementation of the review process.

Overview of the HEI's compliance with standards

Although SSA is a newly established institution, based on its background and practices as a training center, it has achieved an overall compliance with the standards. After the evaluations and interviews, All Standards evaluated as "Complies with

requirements” Except for the second standard, which was assessed as Substantially complies with requirements

Summary of Recommendations

The institution is recommended to;

1. fully operationalize the organizational structure and management mechanisms after the commencement of educational activities, ensuring that the functions, reporting lines, decision-making procedures, and responsibilities of all structural units are clearly implemented in practice (2.1);
2. strengthen the Quality Assurance Office through the appointment of an experienced quality assurance head (2.2);
3. Further develop quality assurance mechanisms to support systematic evaluation and continuous improvement processes (2.2);
4. further develop the assessment map by incorporating all direct and indirect assessment methods, clearly defining assessment indicators, benchmarks, responsible parties, and mechanisms for using results for continuous program improvement (3.3);
5. in parallel with the gradual or full utilization of the requested maximum student capacity (200 students), the institution ensures a proportional increase in the number of appropriately qualified academic and invited personnel (4.1);
6. upload and share regulatory documents on academy’s webpage (5.1);
7. ensure both an increase in the volume of research funding and the further refinement and detailing of the regulatory framework (including the 'Guidelines for Research Funding and Support of Research Activities'), to clearly define the specific prerequisites, transparent criteria, and grant administration mechanisms for obtaining institutional funding. (6.2).

Summary of Suggestions

The institution is suggested to;

1. Strengthen communication of the mission among staff and future students to ensure a shared institutional understanding and support the development of a quality culture (1.1);
2. Collect and analyse evidence demonstrating the practical implementation of the mission, including feedback from stakeholders, programme outcomes, research activities, and contribution to society (1.1);
3. Develop measurable indicators to monitor how the mission and vision are implemented in practice, particularly after the commencement of educational activities (1.1);
4. Strengthen the operational implementation of the mission by ensuring that it is systematically reflected in strategic planning, educational programme development, research priorities, quality assurance processes, and institutional decision-making (1.2);

5. Ensure regular review of the mission and vision with the involvement of internal and external stakeholders, including students, academic staff, employers, and relevant security-sector partners. (1.2);
6. Continue improving the visibility and communication of the mission among staff, students, and stakeholders to support a shared institutional understanding and strengthen quality culture.(1.2);
7. The Academy is encouraged to further strengthen evidence-based management practices by systematically documenting management decisions resulting from monitoring and evaluation activities. (2.1);
8. The Academy is suggested to translate its internationalization policy into a concrete implementation plan with measurable indicators, potential partners, planned activities, responsible units, timelines, and expected outcomes. (2.1);
9. establish a systematic practice of documenting improvement actions implemented because of quality assurance activities and monitoring their effectiveness (2.2);
10. The Academy is encouraged to regularly organise awareness-raising activities and training sessions related to academic integrity, ethical conduct, and academic freedom for students and staff. (2.3);
11. make information concerning educational program available on institutional website for the purpose of informing interested parties about the educational activities and the program content. (3.2);
12. review the student contract and remove the clauses regarding financial penalties in the event the student wishes to transfer to another university or terminate their status for personal reasons.(5.1);
13. create employment and career development unit at the academy or define relevant responsibilities to existed unit/personal. (5.2);
14. encouraged to increase investment in electronic learning resources, databases, and other digital services to further support teaching and research activities.(7.3);
15. strengthen the linkage between strategic objectives, performance indicators, and budget planning processes to support evidence-based resource allocation (7.4).

Summary of the Best Practices

Considering that the Academy is a newly established institution and has not yet commenced educational activities, no fully implemented best practice can be formally identified at this stage.

Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Complies with Requirements	Substantially complies with	Partially Complies with	Does not Comply with Requirements
1.	Mission and strategic development of HEI	☒	☐	☐	☐
1.1	Mission of HEI	☒	☐	☐	☐
1.2	Strategic development	☒	☐	☐	☐
2.	Organisational structure and management of HEI	☐	☒	☐	☐
2.1	Organisational structure and management	☐	☒	☐	☐
2.2	Internal quality assurance mechanisms	☐	☒	☐	☐
2.3	Observing principles of ethics and integrity	☒	☐	☐	☐
3.	Educational Programmes	☒	☐	☐	☐
3.1	Design and development of educational programmes	☒	☐	☐	☐
3.2	Structure and content of educational programmes	☒	☐	☐	☐
3.3	Assessment of learning outcomes	☐	☒	☐	☐
4	Staff of the HEI	☒	☐	☐	☐
4.1	Staff management	☐	☒	☐	☐
4.2	Academic/Scientific and invited Staff workload	☒	☐	☐	☐
5	Students and their support services	☒	☐	☐	☐
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	☐	☒	☐	☐
5.2	Student support services	☒	☐	☐	☐
6	Research, development and/or other creative work	☒	☐	☐	☐
6.1	Research activities	☒	☐	☐	☐
6.2	Research support and internationalisation	☐	☒	☐	☐
6.3	Evaluation of research activities	☒	☐	☐	☐
7	Material, information and financial resources	☒	☐	☐	☐
7.1	Material resources	☒	☐	☐	☐
7.2	Library resources	☒	☐	☐	☐
7.3	Information resources	☒	☐	☐	☐
7.4	Financial resources	☒	☐	☐	☐

Signature of expert panel members

1. Olgun Cicek (Chair)



2. Shota Potolashvili (Member)



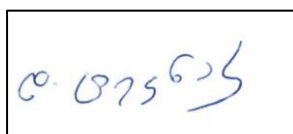
3. Ia Mosashvili (Member)



4. Tamta Tskhovrebadze (Member)



5. Davit Tepnadze (Member)



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 describes 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.

Based on previous experience as a vocational training center, the academy formed its new vision and mission to be aligned with international and European academic standards. The mission of the State Security Academy provides a clear foundation for institutional development and defines the Academy's role within the national and international higher education and security environment. The mission was developed by the coordination group

established for the authorization process through a collaborative approach in a short period of time, two months, considering the requirements of the Georgian higher education system. The mission clearly reflects the Academy's strategic purpose: "to provide higher education, research, and specialized professional programmes in the field of security in accordance with modern standards". This is aligned with the objectives of Georgian higher education and the principles of the European Higher Education Area, particularly the creation, dissemination, and application of knowledge for the benefit of society.

The mission places strong emphasis on preparing highly qualified professionals with ethical values, leadership skills, practical competencies, and critical and strategic thinking. This corresponds to the expectations of modern European higher education, which focuses not only on professional knowledge, but also on personal and civic development. The Academy's focus on practice-oriented teaching, innovative technologies, and modern methodologies further supports the relevance and international competitiveness of its graduates.

The mission also reflects the Academy's distinctive role as a specialized institution integrating education, research, and practical experience in support of the national security system. Given its direct connection to the strategic interests of the country, the Academy's role extends beyond that of a traditional higher education institution and positions it as a center for generating knowledge, professional expertise, and applied research in the field of security.

Another important aspect of the mission is its commitment to responding to global challenges through the creation and sharing of knowledge. This is consistent with the European Higher Education Area's understanding of higher education institutions as active contributors to addressing societal and global challenges. In this regard, the Academy defines its role not only nationally, but also internationally, as a partner in the development and dissemination of knowledge in the field of security.

The Academy's vision complements the mission by setting a clear long-term direction for institutional development. Its aspiration to become a leading educational and research center in the field of security in the region reflects commitment to international quality standards, innovative teaching models, research development, and active international cooperation.

It was also observed during the interviews that the leadership and the team is aligned with the mission and committed to contribute to achieve the set goals.

Evidences/indicators

- LEPL – State Security Academy: Mission, Vision and Values document.
- Rector's order/official act approving the Mission, Vision and Values document.
- Official website of the Academy where the mission, vision and values are publicly available: www.academy.ssg.gov.ge
- Self-Evaluation Report, section 1.1 Mission of HEI.
- Strategic Development Plan of the Academy (2026-2033), demonstrating the link between the mission, strategic priorities, institutional goals, educational programmes, research directions, and quality assurance mechanisms.

☐ Action Plan of the Academy 2026-2029), showing the operational implementation of mission-related priorities. ☐ Relevant programme documents showing that the graduate profile, learning outcomes, teaching approaches, and professional orientation are aligned with the mission. ☐ Quality assurance documents confirming that the mission is used as a reference point for institutional planning, monitoring, and continuous improvement. ☐ Interview results with the Rector and Academy leadership confirming the strategic purpose of the mission and the Academy's role within the national security and higher education system. ☐ Interview results with the coordination group confirming that the mission was developed through a participatory and evidence-based process during preparation for authorization. ☐ Interview results with academic, administrative, and quality assurance staff confirming awareness of the mission and its relevance to institutional development. ☐ Site visit observations confirming that the mission is reflected in institutional planning, governance arrangements, and the intended academic, research, and professional activities of the Academy.
Recommendations:
Suggestions: 1. Strengthen the communication of the mission among staff and future students to ensure a shared institutional understanding and support the development of a quality culture. 2. Collect and analyse evidence demonstrating the practical implementation of the mission, including feedback from stakeholders, programme outcomes, research activities, and contribution to society. 3. Develop measurable indicators to monitor how the mission and vision are implemented in practice, particularly after the commencement of educational activities
Best Practices (if applicable):
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard ☒ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements
1.2 Strategic Development
• HEI has a strategic development (2026-2033) and an action plan (2026-2029) in place.

- HEI contributes to the development of society, shares with 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.

Descriptive summary and analysis of compliance with the standard component requirements

SSA has developed a strategic development plan for seven years (2026-2033) and prepared action plan for three years (2026-2029). The organizational structure and the positions are clearly defined and filled in with experienced staff both for academic and non-academic units. The recruitment and other processes have been implemented as per the official regulations of the state and the ministry.

The institution has developed an internal quality assurance mechanism including a quality assurance policy. An internal audit unit and mechanism have been in place, and a dedicated unit and staff have been assigned for this purpose.

The mission of the State Security Academy provides a clear foundation for institutional development and defines its role within the national higher education and security system. It was developed by the coordination group established for the authorization process through a participatory and evidence-based approach, considering the requirements of the Georgian higher education system.

The mission clearly reflects the Academy's strategic purpose: to provide higher education, research, and specialized professional programmes in the field of security in line with modern standards. It is aligned with the objectives of Georgian higher education and the principles of the European Higher Education Area, particularly in relation to knowledge creation, professional development, and societal contribution.

The Academy places appropriate emphasis on preparing highly qualified professionals with ethical values, leadership skills, and practical competencies. Its focus on practice-oriented teaching, innovative technologies, and modern methodologies supports the relevance and competitiveness of its educational provision and graduates. SSA has also introduced Code of Ethics and Academic Integrity policy as well to ensure the responsible strategic development of academic practices.

The mission also reflects the Academy's specific profile as an institution that integrates education, research, and practical expertise to support the national security system. This demonstrates its distinct role beyond a traditional higher education institution and confirms its relevance to national strategic priorities.

The vision complements the mission by defining the Academy's long-term ambition to become a leading regional educational and research centre in the field of security. This direction is consistent with international quality standards, innovation in teaching, research development, and international cooperation.

On the other hand, no major compliance issues were identified. As an area for further enhancement, the Academy may consider developing measurable indicators to monitor the implementation and impact of its mission and vision. Describe, analyze and evaluate institution's compliance with the standard component requirements (considering the relevant evaluation criteria) based on the information collected through self-evaluation report, relevant enclosed documents and site visit; the analysis has to reflect problematic

issues related to HEI's compliance with the requirements of this standard component (if applicable).

Based on the self-evaluation report, supporting documents, and site visit evidence, the Academy demonstrates compliance with the requirements of this standard component.

Evidences/indicators

- Strategic Development Plan (2026-2033)
 - Official website of the Academy, where the mission, vision and values are publicly available: www.academy.ssg.gov.ge
 - Self-Evaluation Report of the State Security Academy, particularly the section on Component– Mission of HEI.
 - Evidence confirming that the mission was developed through a participatory and evidence-based process by the coordination group established for the authorization process.
 - Interviews with the Rector/Academy leadership confirming the strategic purpose, institutional profile, and role of the Academy within the national security and higher education system.
 - Interviews with members of the coordination group confirming the process of developing, approving, and communicating the mission.
 - Interviews with academic, administrative, and quality assurance staff confirming awareness of the mission and its relevance to institutional development.
- Site visit observations confirming that the mission is reflected in the Academy's institutional planning, governance approach, and intended academic activities.

Recommendations

Suggestions:

For further enhancement, once the operation starts the Academy should:

- Strengthen the operational implementation of the mission by ensuring that it is systematically reflected in strategic planning, educational programme development, research priorities, quality assurance processes, and institutional decision-making.
-
- Ensure regular review of the mission and vision with the involvement of internal and external stakeholders, including students, academic staff, employers, and relevant security-sector partners.
 - Continue improving the visibility and communication of the mission among staff, students, and stakeholders to support a shared institutional understanding and strengthen quality culture.

Best Practices (if applicable):

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☒ 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.

The Academy has established an organizational structure that supports the implementation of its mission, strategic objectives, and planned educational activities. The functions and responsibilities of structural units are formally defined and distributed through internal regulations. Governance arrangements include management bodies responsible for academic, administrative, and strategic decision-making processes.

The institution has developed procedures governing appointments to management positions and has adopted regulations related to document management, institutional governance, and business continuity planning. Interviews conducted during the site visit demonstrated that institutional representatives possess a clear understanding of their roles and responsibilities and are actively involved in the establishment of institutional processes.

The Academy has also developed mechanisms for monitoring management effectiveness and has established a business continuity plan intended to address potential operational risks. Furthermore, the institution has demonstrated commitment to internationalization through the development of cooperation initiatives and future international activities aligned with institutional goals.

Nevertheless, given that the Academy is at the initial stage of implementing higher education activities, the effectiveness of management mechanisms and monitoring systems has not yet been fully demonstrated through practical implementation. During interviews, limited

evidence was presented regarding examples of management decisions based on performance monitoring indicators or systematic evaluation results. The effectiveness of risk management procedures and governance mechanisms will therefore require further verification through future implementation.

Evidences/indicators

- Self-Evaluation Report
- Organizational Structure and Management;
- Charter of the State Security Academy, defining the legal status, governance structure, responsibilities, management bodies, and institutional functions;
- organizational Structure of the Academy;
- Strategic Development Plan (2026–2033);
- Action Plan (2026–2029);
- Management Effectiveness Monitoring Mechanisms and Evaluation Instruments;
- Business Continuity Plan;
- Internal regulations governing institutional management, document processing, and administrative procedures;
- Interviews with the Rector, Vice-Rectors, Quality Assurance representatives, and administrative staff;

Recommendations:

- The institution is recommended to fully operationalize the organizational structure and management mechanisms after the commencement of educational activities, ensuring that the functions, reporting lines, decision-making procedures, and responsibilities of all structural units are clearly implemented in practice.

Suggestions:

- The Academy is suggested to translate its internationalization policy into a concrete implementation plan with measurable indicators, potential partners, planned activities, responsible units, timelines, and expected outcomes.
- The Academy is encouraged to further strengthen evidence-based management practices by systematically documenting management decisions resulting from monitoring and evaluation activities.

Best Practices (if applicable):

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Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ Complies with requirements
- ☒ 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.

The Academy has established an internal quality assurance framework that includes policies, procedures, evaluation mechanisms, and institutional arrangements supporting quality management. The quality assurance system is aligned with the institution's strategic objectives and is based on the principles of continuous improvement.

The institution has developed procedures for program evaluation, staff evaluation, student body planning, monitoring of institutional activities, and assessment of institutional resources. Quality assurance responsibilities are formally integrated into the organizational structure, and relevant policies and procedures are publicly accessible.

The expert panel confirms that the institution has created the regulatory foundation necessary for implementing internal quality assurance processes. Institutional representatives demonstrated awareness of quality assurance principles and described mechanisms intended to support evaluation and continuous improvement activities.

However, the Academy has not yet accumulated sufficient practical experience to demonstrate the effectiveness of quality assurance mechanisms. Evidence regarding the systematic use of evaluation results for decision-making, programme enhancement, resource development, and institutional improvement remains limited. Similarly, mechanisms related to student performance monitoring, programme evaluation, stakeholder feedback analysis, and service quality assessment have not yet been fully tested through practical implementation. Furthermore, interviews revealed that the Quality Assurance Office is currently undergoing institutional development. The Academy has recently recruited quality assurance personnel, while the position of an experienced Head of the Quality Assurance Office has not yet been fully established. Consequently, further strengthening of human resources and professional capacity within the Quality Assurance Office is necessary to ensure effective implementation of quality assurance processes and the development of a sustainable quality culture across the institution.

The institution has developed a student body planning methodology that takes institutional resources and planned activities into consideration. Nevertheless, the effectiveness of this methodology and related quality assurance processes will require further validation through implementation and periodic review.

Overall, the institution has established the necessary quality assurance framework; however, additional efforts are required to strengthen systematic evaluation processes and ensure the practical use of quality assurance results for institutional development.

Evidences/indicators

• Self-Evaluation Report • Internal Quality Assurance Mechanisms; • Quality Assurance Policy and Mechanisms of the State Security Academy; • Strategic Development Plan (2026–2033; • Action Plan (2026–2029); • Management Effectiveness Monitoring Mechanisms and Evaluation Instruments; • Methodology for Student Body Planning; • Regulations governing the responsibilities of the Quality Assurance Main Division and quality management processes; • Interviews with the Quality Assurance representatives, academic staff, and administrative personnel; • Findings obtained during the site visit.
Recommendations: • Strengthen the Quality Assurance Office through the appointment of an experienced quality assurance head. • Further develop quality assurance mechanisms to support systematic evaluation and continuous improvement processes.
Suggestions: • The Academy is encouraged to establish a systematic practice of documenting improvement actions implemented as a result of quality assurance activities and monitoring their effectiveness. •
Best Practices (if applicable):
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard ☐ 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.

The Academy has developed a regulatory framework supporting ethical conduct, academic integrity, and academic freedom. Relevant regulations, including the Code of Ethics, Academic Integrity Policy, and procedures for responding to violations, have been formally approved and are publicly accessible.

The institution has established procedures and mechanisms intended to prevent and detect plagiarism, including the planned use of plagiarism detection software and related response procedures. During the site visit, institutional representatives demonstrated awareness of academic integrity principles and described the mechanisms that will be applied once educational activities commence.

The Academy has also incorporated the principles of academic freedom into its internal regulations and governance framework. Interviews conducted during the site visit confirmed that institutional representatives understand the importance of academic freedom, ethical conduct, and integrity in higher education.

As the Academy has not yet commenced the implementation of educational programs, the practical effectiveness of the established mechanisms could not be fully verified. Consequently, examples related to the application of disciplinary procedures, handling of academic misconduct cases, implementation of plagiarism prevention measures, and assessment of the effectiveness of integrity-related mechanisms were not available at the time of the evaluation.

Nevertheless, the expert panel concludes that the Academy has established an appropriate regulatory and procedural framework to support ethical conduct, academic integrity, plagiarism prevention, and academic freedom, which provides a sufficient basis for the future implementation of higher education activities.

Evidences/indicators

- Self-Evaluation Report;
- Code of Ethics of the State Security Academy;
- Academic Integrity Policy (Plagiarism Prevention and Response Procedures);
- Internal Regulations of the Academy;
- Regulations and procedures related to disciplinary responsibility and ethical conduct;
- Information provided during interviews with the Rector, Quality Assurance representatives, academic staff and administrative personnel;
- Information regarding the planned use of plagiarism detection software and established plagiarism thresholds;

Recommendations:

-

Suggestions:

The Academy is encouraged to regularly organise awareness-raising activities and training sessions related to academic integrity, ethical conduct, and academic freedom for students and staff.

Best Practices (if applicable):

Considering that the Academy has not yet commenced educational activities, no fully proven best practice can be formally identified at this stage.

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☒ 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

LEPL State Security Academy has defined Methodology for Planning, Development, Approval, Amendment, and Cancellation of Educational Programs. According to the methodology, the institution is supposed to implement only second-cycle higher educational programs, aligned with the Academy's mission, vision, values, and strategic objectives. At this stage, the Academy implements one master's degree program in the field of State Security.

As stated in the methodology, besides the academic and invited personnel, other interested parties (employers, graduates, students etc.) are involved in the program designing process. The institution considers labor market requirements, feedback from employers, results of satisfaction surveys, students' academic performance assessment results, benchmarking of local and international analogue programs while making decisions on planning, amending, developing or annulling the program. The visit findings, submitted documentation, and interviews conducted with various stakeholders revealed that program development is a continuous and participatory process. Stakeholders for State Security program demonstrated awareness and understanding of the program objectives and intended learning outcomes, and they expressed support for the implementation of the program and its ongoing improvement processes.

According to the mechanisms of quality assurance outlined in the Self-evaluation Report and in the QA Policy and Mechanisms, the Quality Assurance Service conducts anonymous student surveys, graduate satisfaction surveys, and employer feedback surveys. Based on the analysis of the collected data, the Quality Assurance Service develops recommendations aimed at further improvement and development of the educational program. The established feedback mechanisms are considered sufficient and well-structured, ensuring systematic collection, analysis, and utilization of stakeholder input. The Quality Assurance Service also ensures periodic reporting and dissemination of survey results and related improvement measures. These practices were confirmed during interviews with academic and invited staff, and employers who acknowledged the importance of their engagement in the existing feedback and quality assurance mechanisms.

The program can be initiated by the Rector of the Academy based on objectively identified state needs, which are determined by the strategic objectives of the State, the state security system, or other relevant circumstances. At the initial stage of program development, the State Security Faculty, with the involvement of relevant stakeholders, develops the program concept and submits it to the Rector of the Academy for consideration. Following an internal review of the program's compliance with accreditation requirements and relevant standards, the educational program is reviewed by the Academic Council. Upon approval by the Academic Council, the program is submitted to the Rector of the Academy for final approval. The program documentation includes information on relevant best practices, labor market requirements and trends, available human resources, preliminary financial planning, and other supporting materials relevant to the development and implementation of the educational program.

The institution has established a commitment to the continuous renewal and development of its educational program in order to ensure their relevance and responsiveness to the changing academic, professional, and security environment. The program development and review processes incorporate consideration of current trends, evolving employer needs, and sector-specific requirements. The direct engagement, commitment, and contribution of employers in the development and implementation of the program are noteworthy. The program benefits from the integration of practical, hands-on learning opportunities that enable students to apply theoretical knowledge in practical contexts. Furthermore, the direct involvement of employers ensures graduates' employability and development of relevant competencies and skills required in the labor market.

The institution also envisages conducting systematic benchmarking against comparable international programs and relevant best practices to identify opportunities for enhancement and ensure alignment with internationally recognized approaches. Furthermore, the program is reviewed with consideration of applicable sectoral benchmarks, qualification requirements, and professional standards, supporting the continuous improvement of curriculum content, learning outcomes, and graduate competencies.

The necessity of amending and developing existing program is defined based on evaluation, monitoring, or institutional needs and is defined to be implemented by the State Security

Faculty. The annulment of an educational program is considered in cases where the program demonstrates ineffectiveness, loss of relevance, misalignment with institutional strategic objectives, non-compliance with applicable requirements, or other justified circumstances. In the event of program cancellation, the institution ensures protection of students' legal and academic interests by providing appropriate transition arrangements and enabling enrolled students to complete their studies under established procedures.

Evidences/indicators

- Methodology for Planning, Development, Approval, Amendment, and Cancellation of Educational Programs
- Quality Assurance Policy and Mechanisms
- Analysis of international analogue programs
- Mechanisms for Evaluating Master's Program Learning Outcomes
- Self-Evaluation Report
- Interview results.

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standard component

Suggestions:

Best Practices (if applicable):

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☒ 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 Academy follows the Georgian legislation and the principles of the European Credit Transfer and Accumulation System (ECTS) while creating an educational program. “The Regulation Governing the Educational Process” regulates all practical aspects related to calculations credits, requirements for students, includes information concerning teaching and learning methods and the assessment of student achievements and the awarding of qualifications, as well as the rights and obligations of students and other issues related to the administration of the educational process. The Academia provides students with academic development possibilities both in terms of knowledge enhancement and service facilitation. The institution has also elaborated A Methodology for Individual Study Plan which defines the principles, procedures, and opportunities for the development of personalized study plans tailored to students’ individual academic needs and circumstances.

The institution is planning to operate only State Security Master’s Program with 60 ECTS. Learning outcomes of the program are clearly stated and are in line with the level of higher education, and qualification to be granted. Learning outcomes are based on field characteristics and are developed in line with the qualification framework. The structure and content of the educational program are logically connected and ensure achievement of learning outcomes. Program components are defined; teaching and learning methods reflect specifics of the field and ensure achievement of learning outcomes of the programs. The program is fully aligned with the Subject Benchmark Statement for State Security, and therefore, program objectives, learning outcomes, MA program admission precondition, teaching and learning, as well as assessment methods are complying with the benchmark statement.

According to the SER and educational program documents, the program structure and content ensure logical links of all comprising components and achievement of learning outcomes by a student with an average academic performance in a reasonable time frame. The State Security Faculty and Quality Assurance Office also consider completion rate of the program within defined duration.

Program is balanced with compulsory and non-compulsory components, therefore, giving students possibility to modify study plan according to their specific interests and requirements. The volume of the program components considers specificity of the field, implies logical connection between the content and learning outcomes. The institution integrates teaching and learning methods that ensure achievement of learning outcomes of the program. The program incorporates case-based learning, problem-based learning, project-based assignments, simulations and research and analytical learning activities that enable students to integrate theoretical knowledge with practical application. Therefore, the program encourages independent inquiry, critical thinking, analytical reasoning, and the development of research skills through individual and collaborative learning activities.

At the time of the review, the educational program catalog was not available on the institutional website, as the program is undergoing accreditation. It is suggested to make a catalogue of educational program available on institutional website for the purpose of informing interested parties about the educational activities and program.

Evidences/indicators

• Methodology for Planning, Development, Approval, Amendment, and Cancellation of Educational Programs • Master's program and syllabi • Quality Assurance Policy and Mechanisms • Mechanisms for Evaluating Master's Program Learning Outcomes • Self-Evaluation Report • Interview results
Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standard component
Suggestions: • It is suggested to make information concerning educational program available on institutional website for the purpose of informing interested parties about the educational activities and the program content.
Best Practices (if applicable): -
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard ☒ 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.
The State Security Academy has a transparent system of learning outcomes assessment: a 100-point scale, which includes two forms of evaluation: interim and final evaluation. The evaluation is measured by evaluation criteria and determines the level of learning outcomes achieved. Each form and component of assessment is allocated a specific share within the final grade. The final evaluation of the course is the sum of the points obtained in the midterm and final evaluations. The assessment system considers the specifics of the field. The learning outcomes assessment system includes the assessment format and methods. The assessment system enables identifying students' achievements. According to the syllabi made available to the panel, the assessment system regulations are described and are in line with Georgian legislation on the Rules for Calculating Credits for Higher Education and student evaluation system established by Decree No. 3 of the Minister of Education and Science.

During the authorization site visit, the panel confirmed that the institution applies transparent and clearly defined criteria for the assessment of student learning outcomes. The program team ensures that students are informed about the assessment system, applicable requirements, and available appeal procedures. Key elements of the learning outcomes assessment process are incorporated into course syllabi, providing students with clear expectations regarding assessment methods and criteria. Based on the interviews conducted by the panel, the program team demonstrated an understanding of the importance of systematic program evaluation and monitoring of learning outcomes achievement. The institution plans to provide relevant consultations regarding the attainment of program goals and objectives after implementing the program, and, where necessary, offer students appropriate academic guidance and support aimed at improving their academic performance.

According to the Program Learning Outcomes Evaluation Mechanism, the achievement of program learning outcomes is assessed through a combination of direct and indirect evaluation methods. The institution collects and analyses student academic performance data and compares the results against predefined target benchmarks. However, the submitted Learning Outcomes Assessment Map is not fully developed, as it currently identifies only the Master's project as a direct assessment component for measuring the achievement of learning outcomes. The established benchmark indicates that 75% of graduates are expected to achieve a score above 70 points in the project defence. Indirect assessment methods, including student self-assessment, focus group discussions with students and graduates, and employer surveys, are also utilized by the institution. However, these methods are not reflected in the current Learning Outcomes Assessment Map, limiting the comprehensiveness of the documented program-level learning outcomes assessment process. It is recommended that the institution further develop the assessment map by incorporating all direct and indirect assessment methods, clearly defining assessment indicators, benchmarks, responsible parties, and mechanisms for using results for continuous program improvement.

Evidences/indicators

- Methodology for Planning, Development, Approval, Amendment, and Cancellation of Educational Programs
- Master's program and syllabi
- Quality Assurance Policy and Mechanisms
- Mechanisms for Evaluating Master's Program Learning Outcomes
- Self-Evaluation Report
- Interview results

Recommendations:

- It is recommended that the institution further develop the assessment map by incorporating all direct and indirect assessment methods, clearly defining assessment indicators, benchmarks, responsible parties, and mechanisms for using results for continuous program improvement.

Suggestions:

Best Practices (if applicable):**Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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

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 can effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On the other hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

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.

Based on the presented data and the analysis of the self-evaluation report, the institution currently has 4 academic staff members (2 Professors, 1 Associate Professor, 1 Assistant Professor), three of whom have already signed an affiliation agreement with the institution. To ensure the smooth functioning of the educational process, 9 invited staff members have been additionally recruited. The total number of personnel employed at the HEI is 65, of which the largest share—53 staff units—is dedicated to administrative and support positions.

In terms of resource adequacy, the existing number of academic and invited personnel fully ensures the planned admission of 50 students for the one-year educational program and the implementation of a high-quality teaching process. However, according to the expert assessment, if the institution utilizes the requested maximum student capacity (200 students) in the future, the necessity for a proportional increase in academic and invited staff will become imperative to maintain institutional sustainability and the quality of teaching.

Institutional Specifics and Personnel Management Policy

Due to the special state status of the institution (operating within the state security sector), there are several objective limitations. Specifically, access to information regarding a portion of

the personnel is regulated, and the recruitment of employees is not subject to the standard open competition procedures.

Despite these specificities and limitations, the institution's efforts regarding personnel management should be evaluated positively. The institution has developed a management policy oriented toward personnel development, as well as detailed rules for affiliation. The personnel management strategy is comprehensive and covers activities aimed at the development of both academic and administrative staff. Although the specific status of the agency somewhat restricts the broad involvement of personnel in decision-making processes, interviews with employees and factual circumstances confirm their high level of awareness on fundamental issues such as labor remuneration and incentive mechanisms.

Internal Integration and Regulatory Framework

The structural units of the institution effectively promote the internal integration of employees. The regulatory framework of the institution is well-organized: the rule for evaluating academic activities has been approved, and the job descriptions for administrative and support personnel are thoroughly detailed. This documentation is known and accessible to employees, which promotes internal accountability.

Regarding evaluation mechanisms (such as surveys and research), the institution has identified the need to conduct them and has developed an appropriate plan. However, since the institution is just now commencing its operations with a higher educational status, it is at this stage unable to evaluate the effectiveness of the practical implementation of these mechanisms.

Evidences/indicators

- Self-Evaluation Report
- Strategic Development Plan (2026–2033)
- Methodology for Planning Educational Program Resources
- Personnel Management Policy
- Rule of Affiliation
- Qualification Requirements and Job Descriptions
- Rule for Evaluating the Academic Activities of Academic Personnel
- Personnel Development Strategy Action Plan (2026–2029)
- Interviews

Recommendations:

It is recommended that, in parallel with the gradual or full utilization of the requested maximum student capacity (200 students), the institution ensure a proportional increase in the number of appropriately qualified academic and invited personnel.

Suggestions:

Best Practices (if applicable):

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ 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

The analysis of the presented evidence and attached documentation reveals that the higher education institution largely covers all areas envisaged by this component of the standard. Personnel management and workload mechanisms are effectively implemented at the institutional level, fortified by the internal regulatory framework they have developed. Specifically, the institution has approved foundational documents such as:

- **Teaching and Scientific-Research Workload Scheme (Rule) for Academic and Invited Personnel:** This document ensures the formulation of a semesterly updated workload for personnel, where teaching, scientific-research, creative, and other types of functions and duties are proportionally and clearly separated and delineated.
- **Student Contingent Planning Methodology:** This document, considering the specifics of the program and best practices, establishes a logical and measurable link between the existing/prospective number of students and the required contingent of academic, scientific, or invited personnel.
- **Rule of Affiliation:** The institution has systematically addressed the issue of personnel affiliation and defined target benchmarks to effectively manage and improve educational and research activities.

Although these regulatory acts confirm the proper institutional alignment with the standard's requirements, it is essential to emphasize the special status of the institution (the Academy of the State Security Service). Given the strict security regime and the objective operational specifics within the agency, access to certain internal data and processes is regulated and restricted.

Consequently, the evaluation, factual analysis, and determination of compliance with the standard across all directions within this component were conducted strictly within the boundaries of the information, documentation (e.g., specific personnel data, internal orders), and evidence that were open and accessible to the expert panel due to these specific constraints.

Evidences/indicators • Self-Evaluation Report • Strategic Development Plan (2026–2033) • Methodology for Planning Educational Program Resources • Personnel Management Policy • Qualification Requirements and Job Descriptions • Rule for Evaluating the Academic Activities of Academic Personnel • Rule on Teaching Workload and its Execution • Personnel Development Strategy • Action Plan (2026–2029) • Interviews
Recommendations:
Suggestions:
Best Practices (if applicable):
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard ☒ 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-centered 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 State Security Academy has clearly defined rules for obtaining, suspending, terminating student status, mobility, awarding qualifications, and recognizing prior education (Regulatory Rule of the educational Process). This regulation is not publicly available on the academy's webpage, but our team has possibility to review the document. The granting of student status is carried out in accordance with the requirements established by the legislation of Georgia. The Rules Regulating the Educational Process and the educational program establish both the Unified Master's Examination and an additional internal examination determined by the Academy as the basis for admission to the Master's Program. During interviews administration described process after applying students at the academy. The very first step, after signing contact between students and academy, is registration of students in the LMS (INI.GE). This is an electronic learning portal, which is outsourced by the academy and during the first week, students will be trained in how to use the electronic portal, get acquainted with the staff, the assessment system, and university regulations. Through the portal, students will register for subjects, participate in surveys, check their grades, communicate with various structural units of administration and receive information from academy.

The relationship between students and the Academy is formalized through a bilateral contract. This agreement defines the mutual rights and obligations of both parties and other legal stipulations. The contract is designed to be equitable and protect student interests but also includes financial fines if student will use mobility right to other higher education institution or terminate student's status by his/her decision. Prior to enrollment, students Academy offers a flexible schedule to the students, so they will be able to organize a student's learning through an individual curriculum.

A central students relation service will handle student services. This service provides information on assessments and academic schedules, communicates with staff regarding student status (suspension, termination, or restoration), and offers organizational support for these processes. Additionally, it provides technical assistance to students for developing individual study plans in coordination with program heads.

The State Security Academy has established institutional mechanisms for the protection of students' rights and legitimate interests, which ensure fair, transparent, and objective administrative and academic processes.

Students have the right to apply, complain, or administrative appeal regarding issues related to the educational process, assessment, student services, administrative matters, or student status. Such submissions are reviewed by the relevant structural units, authorized administrative officials, and/or specially established commissions.

Academy has formally approved an "Examination Procedures" document, which outlines all processes for examinations, assessment, and appeals. Students have right to appeal their grades with the

Evidences/indicators • Self-Evaluation Report • Students Contract Sample • Student Support Mechanism • Regulatory Rule of Educational Process • Rule of Individual Study Plan • Interview Results
Recommendations: • It's recommended to upload and share regulatory documents on academy's web-page
Suggestions: • It is suggested to review the student contract and remove the clauses regarding financial penalties in the event the student wishes to transfer to another university or terminate their status for personal reasons.
Best Practices (if applicable):
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
The State Security Academy has designed appropriate academic consultation and student support mechanisms. The planned framework is effectively tailored to facilitate future students' academic success and subsequent integration into educational process. A review of the Academy's regulatory documents verifies that provisions are in place to deliver consultations regarding course selection, individual study plans, and academic progress. The Academy has established clear procedures to ensure future students will be comprehensively informed about these services. Administration notes that the planned career support framework aligns with the institution's specific mission. The strategy appropriately focuses on targeted professional development and direct integration into state security structure. Considering the specificity of the Academy, which is oriented toward the needs of the state security system, students' career development is directly linked to professional integration into relevant state

structures. Accordingly, career support mechanisms are less focused on identifying and disseminating vacancies on the open labour market and are more oriented toward supporting targeted professional development and integration into the relevant system. Despite this fact academy does not has formal unit which will support students/ graduates to choose proper career path.

The Academy plans to provide students with opportunities to participate in international and professional-academic projects, for which it establishes targeted cooperation. Students are provided with targeted information regarding international cooperation, projects, and opportunities for professional development. But because of the specific study program students will be limited to be part of international exchange programs.

Academy will promote student involvement in extracurricular activities which, given the specificity of the Academy, may include both intellectual-analytical activities and activities oriented toward the development of physical and teamwork skills. For this activities academy has fund in 2027 budget 125 000 Laris. Including 20 000 is dedicated for extracurricular activities and rest for research.

The Academy takes into account the socio-economic conditions of students and ensures the existence of relevant support mechanisms. It should be noted that as a state institution students will get full state funding of tuition fees.

Although the Academy is not currently carrying out educational activities, the existence of relevant policies and mechanisms confirms the institutional readiness to ensure a student-centered support system tailored to the specifics of the field, which simultaneously ensures academic success, professional development, and the formation of competencies required for the field of security. Administration confirmed they have very good communication with state security services but this relationship is not formal. There is not defined structural unit or personal at the academy who will be responsible for students career development process and deliver information from employer to protentional employee.

Evidences/indicators

- Self-Evaluation Report
- Organization Chart
- Student Support Mechanism
- Regulatory Rule of Educational Process
- Interview Results

Recommendations:

-

Suggestions:

- It is suggested to create employment and career development unit at the academy or define relevant responsibilities to existed unit/personal.

Best Practices (if applicable):

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☒ 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

Research Strategy and Priorities

The Research Development Strategy for 2026–2031 has been developed and approved at the institutional level, and significant attention is devoted to the development of the research sector within the strategic and action plans. It should be evaluated positively that the institution has pre-identified and declared specific research priorities and directions that directly respond to the requirements of the state security sector and the unique specifics of the agency. The strategy is based on a logical framework where specific directions are derived from broader general areas, which renders the scientific process purposeful and targeted.

Institutional Limitations and Context

Due to the scope of authority granted by legislation and the specific nature of its educational programs, the institution is restricted to implementing programs solely in targeted directions; consequently, it does not currently possess a doctoral-level educational program. Furthermore, considering the legislation regulating the state security sector and the existing rigorous security regime, the institution is objectively limited in its capacity to conduct open, large-scale collaborative research. However, interviews conducted with target groups (personnel) confirm the institution's readiness to maximally facilitate the publicity and popularization of non-classified/open research results, strictly within the limits permitted by law.

Future Outlook and Implementation

Despite these factors and institutional limitations, it is unequivocally clear that the institution possesses a well-defined vision. Complex research activities are planned within its operations, which fully aligns with its strategic development goals. However, it must be noted that at this stage, evaluating concrete research results is impossible, as the institution has not yet commenced functioning with the official status of a higher educational institution.

Evidences/indicators

- Self-Evaluation Report
- Strategic Development Plan (2026–2033)
- Research Development Strategy (2026–2031)
- Directions of Planned Research Activities
- Guidelines for Research Funding and Support of Research Activities
- Budget
- Rule for Evaluating Scientific Productivity
- Action Plan (2026–2029)
- Interviews

Recommendations:

Suggestions:
Best Practices (if applicable):
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard ☒ 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.

Research Funding Guidelines and Administration

At the institutional level, the "Guidelines for Research Funding and Support of Research Activities" have been developed, aiming to ensure public, transparent, and fair procedures for research funding. According to the expert assessment, the general spirit and objectives of the document are acceptable; however, the current edition is characterized by a high degree of generalization. Specifically, the regulation lacks detailed prerequisites, criteria, and mechanisms based on which academic or scientific personnel will be able to obtain institutional funding. Consequently, for effective administration, it is highly advisable to further specify and detail the document.

Allocation of Financial Resources and Budgeting

The growing dynamics of financial provision for the research sector should be evaluated positively. In the projected budget for 2027, 125,000 GEL is allocated for the purpose of research funding. Regarding the small amount reflected in the 2026 budget (5,000 GEL), the institution's argumentation is entirely logical and acceptable to the expert panel: the short time remaining from obtaining the status of a higher educational institution to the end of the reporting year makes it practically impossible to fully administer grant competitions, issue funding, and ensure targeted utilization.

International Cooperation and Practical Implementation

The institution has declared its readiness to actively collaborate with both local and international donor organizations and research centers. Since the institution is just beginning to operate with the status of a university, at this stage, there are objectively no factual circumstances confirming the implementation of research projects. Evaluating the practical implementation of the institution's activities and declared goals in this direction will only become possible during the subsequent stage of institutional evaluation/monitoring.

Evidences/indicators

- Self-Evaluation Report
- Strategic Development Plan (2026–2033)
- Research Development Strategy (2026–2031)
- Directions of Planned Research Activities
- Guidelines for Research Funding and Support of Research Activities
- Rule for Evaluating Scientific Productivity
- Action Plan (2026–2029)
- Interviews

Recommendations:

It is recommended that the institution ensure both an increase in the volume of research funding and the further refinement and detailing of the regulatory framework (including the 'Guidelines for Research Funding and Support of Research Activities'),

to clearly define the specific prerequisites, transparent criteria, and grant administration mechanisms for obtaining institutional funding
Suggestions:
Best Practices (if applicable):
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard ☐ 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.
Scientific Productivity Evaluation System At the institutional level, the "Rule for Evaluating the Scientific Productivity of Academic Personnel" has been developed and approved, which is based on an objective, point-based rating system. This regulation applies on a mandatory basis to individuals appointed to academic positions (Professor, Associate Professor, Assistant Professor), while the evaluation of invited personnel is conducted only if it is explicitly provided for in their employment contracts. The scientific productivity of the personnel is evaluated across 5 main categories, each carrying its own specific point value corresponding to the performance conditions. These categories are: • Scientific publications (Category A); • Research projects and grants (Category B); • Conferences and scientific events (Category C); • Supervision of students/researchers (Category D); • Scientific impact and service (Category E).
Evaluation Levels and Results Management Based on the total points accumulated by the academic personnel, the institution has defined the following differentiated evaluation levels:

- **Level A (Exceptional result)** — 120 points and above, subject to incentives;
- **Level B (High result)** — from 90 to 119 points inclusive, also subject to incentives;
- **Level C (Average result)** — from 60 to 89 points inclusive, subject to incentives;
- **Level D (Minimum result)** — from 30 to 59 points inclusive, not subject to incentives;
- **Level E (Unsatisfactory result)** — less than 30 points, which makes the development of a mandatory personnel development plan requisite.

Criteria for Position Retention and Administration

It should be positively evaluated that the institution has established minimum annual point thresholds corresponding to respective academic positions as a condition for retaining those positions. Specifically: accumulating a minimum of **60 points** is mandatory for a Professor, **45 points** for an Associate Professor, and **30 points** for an Assistant Professor.

The rule also clearly stipulates an accountability mechanism: failure to achieve the minimum point threshold for 2 (two) consecutive academic years constitutes a legitimate basis for the non-renewal—that is, the termination—of the employment contract.

Furthermore, the evaluation process itself involves a dedicated commission established for this specific purpose by the Rector's order, which effectively ensures the transparency and proper administration of the process.

Evidences/indicators

- Self-Evaluation Report
- Strategic Development Plan (2026–2033)
- Research Development Strategy (2026–2031)
- Directions of Planned Research Activities
- Guidelines for Research Funding and Support of Research Activities
- Rule for Evaluating Scientific Productivity
- Action Plan (2026–2029)
- Interviews

Recommendations:

Suggestions:

Best Practices (if applicable):

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ 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.

- 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 Academy possesses material resources that are appropriate for the implementation of its planned educational activities. The institution has established educational and administrative facilities, classrooms, office spaces, and supporting infrastructure intended to ensure the effective delivery of higher education programs.

The expert panel reviewed the submitted documentation, conducted interviews with institutional representatives, and inspected the infrastructure during the site visit. The evaluation confirmed that the Academy has created an appropriate physical environment for the implementation of its planned educational activities. The existing facilities are generally adequate for the projected student intake, and the institution has developed a student body planning methodology that considers available infrastructure and institutional resources when determining admission capacity.

The Academy has also established procedures for the maintenance and development of its infrastructure and has incorporated resource planning into its strategic and financial planning processes. The projected financial resources allocated for infrastructure development further support the sustainability of planned educational activities.

During the site visit, the expert panel observed that certain aspects of the physical environment, particularly those related to accessibility and emergency preparedness, could be further enhanced as the institution develops and expands its higher education activities. However, these observations do not affect the Academy's current capacity to implement the planned educational programs.

Overall, the expert panel concludes that the Academy possesses material resources that are sufficient for the implementation of its planned educational activities and comply with the requirements of the standard.

Evidences/indicators

- ✓ Self-Evaluation Report;
- ✓ Strategic Development Plan and Action Plan;
- ✓ Student Body Planning Methodology;
- ✓ Infrastructure and Facilities Documentation;
- ✓ Business Continuity Plan;
- ✓ Interviews with management, administrative staff;
- ✓ Site visit findings.

Recommendations:

-

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☒ 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.

The Academy has established library services and provides access to learning resources that support the implementation of its planned educational programs. The library offers both printed and electronic resources, including access to relevant online databases and digital information sources. During the site visit, the expert panel confirmed that the institution has developed mechanisms for the acquisition, renewal, and continuous development of library resources.

Considering the specific profile of the institution and the fact that educational programs have not yet commenced, the expert panel finds that the existing library resources are adequate for the implementation of the planned educational activities. The Academy has also allocated financial resources for the further development of the library collection and demonstrated its

commitment to continuously expanding learning resources in line with program implementation and users' needs.

Overall, the expert panel concludes that the Academy provides library resources that are sufficient to support the planned educational programs and comply with the requirements of the standard. Continuous enrichment of the library collection should accompany the future development of educational programs and research activities.

Evidences/indicators

- ✓ Self-Evaluation Report;
- ✓ Strategic Development Plan and Action Plan;
- ✓ Library Regulations and Library Resource Lists;
- ✓ Interviews with management, administrative staff, IT personnel, library representatives and academic staff;
- ✓ Site visit findings.

Recommendations:

-

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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

7.3 Information Resources

- 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.

The Academy has established information technology infrastructure intended to support academic and administrative processes. During the site visit, the expert panel confirmed the availability of information technology infrastructure, a learning management system, and institutional mechanisms supporting electronic administration and information management.

Considering the specific nature of the institution and its operational requirements, the Academy has implemented information technology solutions appropriate to its planned educational activities. Institutional representatives demonstrated awareness of information security requirements, data protection measures, and the procedures supporting the continuity of institutional operations.

The expert panel notes that, as the Academy expands its higher education activities, further development of the Learning Management System and continuous enhancement of information technology services will contribute to the effective support of teaching, learning, and administrative processes. Similarly, the continued development of IT governance, risk management procedures, backup arrangements, and business continuity mechanisms will further strengthen institutional resilience and support future organizational growth.

Overall, the expert panel concludes that the Academy possesses information resources that are appropriate for the implementation of its planned educational activities and comply with the requirements of the standard.

Evidences/indicators

- ✓ Self-Evaluation Report;
- ✓ Strategic Development Plan and Action Plan;
- ✓ Learning Management System and IT Infrastructure Documentation;
- ✓ Interviews with IT personnel;
- ✓ Site visit findings.

Evaluation

Please mark the checkbox which mostly describes your position related to the HEI's compliance with this specific component of the standard

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

Recommendations:

-

Suggestions:

- The institution is encouraged to increase investment in electronic learning resources, databases, and other digital services to further support teaching and research activities.

Best Practices (if applicable):

-

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
Regarding financial sustainability, the Academy benefits from stable state funding and has developed a projected financial plan aligned with its strategic development priorities. The submitted financial documentation demonstrates that adequate resources have been allocated to support personnel, infrastructure, research activities, academic mobility, library development, and invited academic staff. The projected budget also includes dedicated funding for research activities, internal grant schemes, library acquisitions, and academic development, demonstrating the institution's commitment to ensuring the successful implementation of its planned educational activities. The expert panel confirmed that the Academy possesses sufficient financial resources to implement its planned educational programs and to support its strategic objectives. The projected financial plan reflects a clear linkage between institutional priorities and resource allocation, while stable governmental funding provides a reliable basis for the long-term sustainability of the institution. The expert panel notes that, as the Academy continues to develop its higher education activities, the further refinement of internal financial monitoring, audit procedures, and risk management mechanisms will contribute to strengthening institutional governance, accountability, and effective financial management. Overall, the expert panel concludes that the Academy has sufficient and sustainable financial resources to support the implementation of its planned educational activities and complies with the requirements of the standard.
Evidences/indicators ✓ Self-Evaluation Report; ✓ Strategic Development Plan and Action Plan; ✓ Financial Plan for 2027; ✓ Interviews with management, administrative staff, financial department staff, audit service staff.
Recommendations: -
Suggestions: - The Academy is encouraged to strengthen the linkage between strategic objectives, performance indicators, and budget planning processes to support evidence-based resource allocation.
Best Practices (if applicable): -
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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