



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Final Report on LEPL - Public Security and Police Academy Authorization

Expert Panel Members

Chair: Milan Pol, Masaryk University, Czech Republic

Members:

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Tbilisi
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Authorization Report Resume

General information on the educational institution

Although the LEPL - Public Security and Police Academy is submitting the request for authorization, it is not a brand-new institution on the higher education landscape in Georgia, and there is a history of higher education studies there. However, now, the institution tends to return back into the higher education community, responding to social changes.

It plans to provide one bachelor programme with the ambition of having 200 students enrolled per academic year (a maximum of 600 altogether, when having all three years filled). At the moment, there are six academic staff members involved full-time (one professor, two associate professors, three assistant professors), and 25 invited staff members planned for their involvement in teaching and other activities. Administrative and support staff amounts to 99 people.

The LEPL - Public Security and Police Academy has a clear vision and its main strategic and other plans indicate that the institution has a clear idea of how to develop further in all main aspects of its operation, including research for which 2% of the budget (2027) is envisaged.

The institution has at its disposal a relatively large campus with all the facilities needed to conduct the programme and to develop further.

Brief overview of the authorization 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 institution. The site visit was well prepared both by the institution, and by NCEQE coordinators. It was held on July 13-14, 2026. A series of interviews with representatives of relevant groups across the institution 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

Summary of Recommendations

2.1. It is recommended that the „Business Process Continuity Plan“ is further operationalized by classifying critical processes and defining Recovery Time Objectives (RTO), Recovery Point Objectives (RPO), alternative resources, communication scenarios, and procedures for regular testing.

5.1 It is recommended to ensure student representation in relevant academic and administrative bodies to strengthen student participation in institutional governance and decision-making processes.

Summary of Suggestions

1.1 It is suggested to ensure that the mission statement of the institution is shared by the community of the institution during the process of the institution's growth, by launching specifically focused joint activities for current and a new staff and students.

1.2. It is suggested to ensure that new staff members are well acquainted with strategic plans and understand their role in the implementation process.

2.1 It is suggested to introduce a mechanism for the institutional dissemination of knowledge acquired by staff participating in international activities, such as an internal seminar, methodological material, or a proposal for improving the programme and/or syllabus.

2.1 It is suggested to define in advance transparent procedures for the selection, information, funding, recognition, and use of feedback related to students' participation in international activities.

2.2. It is suggested that a unified electronic improvement register is established to record the identified issue, its source, the decision taken, the responsible person, the implementation deadline, the implementation status, and the outcome.

2.2. It is suggested that quality assurance reports are regularly reviewed by the Academic Council and the Representative Council, and that key findings are communicated to the academic community in a clear and accessible format.

2.2. It is suggested that the continuous professional development of quality assurance staff is ensured in the areas of programme evaluation, data analysis, assessment of learning outcomes, and risk-based quality management.

2.3. It is suggested to develop a unified guideline for the use of Turnitin, specifying the types of academic works subjected to review, the stages of the checking process, designated responsible persons, principles for the academic interpretation of similarity reports, and procedures for decision-making and appeals.

2.3. It is suggested to organize information sessions, induction activities, and periodic training for students and academic/invited staff on academic integrity, citation, academic writing, research ethics, and the interpretation of Turnitin reports.

2.3. It is suggested to integrate academic integrity issues into relevant courses and to design assessment tasks in authentic and practice-based formats.

4.1 It is suggested that with a view to ensuring the sustainability of the personnel involved in the delivery of the educational programme stipulated in the institution's regulations and/or other relevant regulatory documents that courses designed to develop specific practical and professional skills should involve instructors with appropriate qualifications and practical experience. Furthermore, it is suggested that such instructors are selected on the basis of an assessment of their practical competencies, professional experience, and relevant skills.

5.2 It is suggested to continue expanding the institution's network of international partners and explore additional cooperation opportunities to further enhance students' and academic staff's participation in international mobility programmes, professional development activities, and international projects.

6.1. It is suggested that, on the basis of the Institutional Research Development Strategy, a detailed annual research action plan is developed, specifying concrete research topics and projects aligned with the priority areas declared in the Strategy, as well as responsible persons, research groups, budget, implementation timelines, measurable outcomes, and impact indicators.

6.1. It is suggested that the active and documented participation of academic staff is ensured in the development of annual research priorities and the research action

plan, taking into account their subject-specific expertise, research interests, and professional experience.

6.1. It is suggested to develop a structured research skills module for students, covering research methodology, ethics, data analysis, academic writing, and the presentation of research findings.

6.1. It is suggested to incorporate an interdisciplinary approach into the planning of research projects and to consider the legal, social, psychological, technological, and managerial dimensions of public security issues.

6.2. It is suggested that a separate action plan for the internationalization of research activities is developed, identifying priority international partners, joint research projects, participation in grant competitions, internationally co-authored publications, responsible persons, implementation timelines, and outcome indicators.

6.2. It is suggested to establish a regular newsletter or electronic communication channel for academic staff and students on research opportunities, consolidating information on internal and external grants, conferences, publication opportunities, training activities, and international projects.

6.2. It is suggested to develop small-grant, mentoring, and research skills development programmes for early-career academic staff and those with limited research experience.

6.2. It is suggested to establish thematic research groups with international partners focusing on current issues in public security and policing.

6.2. It is suggested to develop a plan for the dissemination and practical application of the best research outputs identified through internal research competitions.

6.3. It is suggested that the criteria for evaluating research activities and staff scientific productivity are diversified by incorporating qualitative, quantitative, international, and practical impact indicators.

6.3. It is suggested that the full annual cycle of research activity evaluation is implemented and documented, including data collection, analysis, individual and institutional feedback, an improvement plan, responsible persons, implementation timelines, and subsequent evaluation of effectiveness.

6.3. It is suggested to establish an electronic research database and/or individual research profiles recording publications, projects, conference participation, grants, and practical impact.

6.3. It is suggested to define international co-authorship, publications in peer-reviewed and indexed journals, participation in international projects, and the practical implementation of research findings as separate evaluation indicators.

Summary of the Best Practices

None

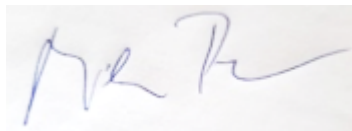
Summary Table

	Standard	Com plies with Re qui re me nts	Sub sta ntia lly com plie s wit h req ui re me nts	Part ially Co mpl ies wit h Req ui re me nts	Does not Comp ly with Requi reme nts
1.	Mission and strategic development of HEI	x	☐	☐	☐
1.1	Mission of HEI	x	☐	☐	☐
1.2	Strategic development	x	☐	☐	☐
2.	Organizational structure and management of HEI	x	☐	☐	☐
2.1	Organizational structure and management	☐	x	☐	☐
2.2	Internal quality assurance mechanisms	x	☐	☐	☐
2.3	Observing principles of ethics and integrity	x	☐	☐	☐
3.	Educational Programmes	x	☐	☐	☐
3.1	Design and development of educational programmes	x	☐	☐	☐
3.2	Structure and content of educational programmes	x	☐	☐	☐
3.3	Assessment of learning outcomes	x	☐	☐	☐
4	Staff of the HEI	x	☐	☐	☐
4.1	Staff management	x	☐	☐	☐
4.2	Academic/Scientific and invited Staff workload	x	☐	☐	☐
5	Students and their support services	x	☐	☐	☐

5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	☐	x	☐	☐
5.2	Student support services	x	☐	☐	☐
6	Research, development and/or other creative work	x	☐	☐	☐
6.1	Research activities	x	☐	☐	☐
6.2	Research support and internationalization	x	☐	☐	☐
6.3	Evaluation of research activities	x	☐	☐	☐
7	Material, information and financial resources	x	☐	☐	☐
7.1	Material resources	x	☐	☐	☐
7.2	Library resources	x	☐	☐	☐
7.3	Information resources	x	☐	☐	☐
7.4	Financial resources	x	☐	☐	☐

Signature of expert panel members

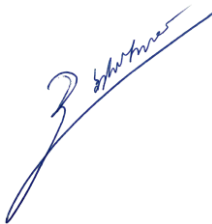
1. Milan Pol (Chair)



2. Mariam Darbaidze (Member)



3. Vakhtangi Beroshvili (Member)



4. Giorgi Makharoblishvili (Member)



5. Giorgi Merabishvili (Member)



Compliance of the Authorization Applicant HEI with the Authorization 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

This can be confirmed that the mission statement of the institution is corresponding to Georgia's and European higher education goals. It defines its specific role and place within the higher education area and Georgian society. The mission statement is formulated as follows:

"to deliver higher education, research, and specialized professional programs based on modern standards for national and international security systems. The Academy prepares professionals for the country and the state security system who are distinguished by high ethical standards, leadership skills, and international competitiveness—through the integration of modern methodologies, innovative technologies, and practice-oriented approaches in the teaching and research process. The Academy ensures responsiveness to national and global security challenges through the creation, development, and dissemination of knowledge, thereby making a significant contribution to strengthening and enhancing the resilience of the national security system."

The mission statement of the institution also aspires to build the institution on the three pillars of standard higher education institutions, that is learning/teaching, research, and community each (the third role).

During the interviews it was proven to some extent that the mission statement is shared by the community of the institution.

The mission statement can be seen as well related to the vision of the institution which emphasizes that the institution "aspires to become a leading educational and research institution in the field of security in the region, distinguished by academic excellence, innovative teaching models, high professional ethics, and commitment to national interests. The Academy aims to establish an intellectual center that integrates education, research, and practical experience, shapes future leaders, and

ensures the sustainable development of the security system in the context of global challenges.”

Also, the mission statement is positively correlated with the values of the institution which include state responsibility, high quality of teaching and learning, professional ethics and the rule of law, leadership and strategic thinking, and innovation and partnership.

Evidences/indicators

- Mission statement of the institution
- Vision statement and values of the institution
- Interview results

Recommendations:

- None

Suggestions:

- It is suggested to ensure that the mission statement of the institution is shared by the community of the institution during the process of the institution's growth, by launching specifically focused joint activities for current and a new staff and students.

Best Practices (if applicable):

- None

Evaluation

- ☒ 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 (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.

Descriptive summary and analysis of compliance with the standard component requirements

The LEPL - Public Security and Police Academy has a strategic development plan as well as an action plan. These documents were elaborated for the period of seven, resp. three years, both starting from 2026. The Strategic Development Plan (2026-2032) outlines seven strategic goals. They are as follows: (1) Development of Educational programs; (2) Development of Training Administration; (3) Continuous Improvement of Instructional Quality, Implementation of Evaluation and Research Components; (4) Advancing Human Resource Management; (5) Advancing International Cooperation; (6) Development of Infrastructure and Material-Technical Base; and (7) Raising Academy Awareness. Each of the goals is shortly

elaborated and justified, and it can be agreed that these goals are formulated realistically and with regard to the institution's further development. Also, the goals are based on the institution's mission statement and priorities.

The Action Plan (2026-2029) then elaborates strategic goals into tasks, activities, sets implementation deadlines for the next three years, formulates performance indicators/criteria, makes clear as for who (persons, units) will be responsible for what, and informs about financial resources allocated to individual planned activities. This way, the action plan clearly informs about future steps and can be seen as a useful guide for development activities of the institution.

Consequently, strategic goals can be seen as achievable, time-bound and measurable.

Strategic planning was, as indicated in the documentation provided and also during the interviews, conducted mainly within the management and governance bodies of the institution, with some access to the academic and non-academic academic staff of the institution. With regard to the specific profile of the institution, the role of the ministry of internal affairs was also important in this case.

The strategic goals cover main aspects of an institution's operation, and they can be seen as creating altogether a relative complexity.

The strategic as well as action plans include activities that can be considered as a potential contribution to the development of society and knowledge dissemination. They include some social and other events targeted at the broader society, the importance of public security and the role of police in this context.

These documents also include information about planned monitoring of implementation of the activities, and about possible actions based on monitoring results.

Evidences/indicators

- Self-evaluation report
- The Strategic Development Plan (2026-2032)
- The Action Plan (2026-2029)
- Interview results

Recommendations:

- None

Suggestions:

- It is suggested to ensure that new staff members are well acquainted with strategic plans and understand their role in the implementation process.

Best Practices (if applicable):

- None

Evaluation

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

2. Organizational Structure and Management of HEI

Organizational 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 Organizational Structure and Management

- Organizational 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 internationalization.

Descriptive summary and analysis of compliance with the standard component requirements

The Statute of the LEPL - Public Security and Police Academy defines the institution's legal status, mission, goals and objectives, principal areas of activity, governing bodies, organizational structure, funding principles, and the distribution of powers and responsibilities. According to the Statute, the institution simultaneously functions as a higher educational institution for police education, a special vocational educational institution, and an archival institution. This multifunctional nature is also reflected in its organizational model, which includes the Rector, Vice-Rectors, the Academic Council, the Representative Council, the Police School, the Department of Quality Assurance and Monitoring, the Department of Development, Research, External and Public Relations, as well as administrative and support units.

The organizational structure of the LEPL - Public Security and Police Academy comprises 129 staff positions and reflects a specialized distribution of functions. Separate units are responsible for legal support, human resources management, information technologies, economic and logistical support, financial planning and accounting, procurement, administration of the educational process, quality assurance, research, and international relations. Such functional differentiation creates a formal basis for accountability, professional specialization, and the coordinated management of institutional processes.

The powers of structural units and the framework for their interaction are described in detail in the Statute of the Public Security and Police Academy. The Rules for the Recruitment of Academic Staff and the Conduct of Competitions establish procedures for filling academic positions through open competition, predefined qualification requirements, evaluation by a commission, publication of results, and appeals. The document provides important formal guarantees of equality, transparency, and fair competition. In the course of practical implementation, it would be advisable to analyze competition results and periodically evaluate the effectiveness of the selection process.

The Instruction on Electronic Records Management within the System of the Ministry of Internal Affairs of Georgia establishes a unified procedure for electronic document circulation, control over the execution of assignments, registration, movement, storage, and archiving of documents. This mechanism is positively assessed, as it contributes to

the formalization of administrative processes, traceability of information, and monitoring of the implementation of decisions.

„The Management Effectiveness Monitoring Mechanisms and Evaluation System” is based on ISO 21001 approaches, the PDCA cycle, and KPI-based evaluation. The document defines the Management Effectiveness Evaluation Commission, monitoring areas, and principles for the use of results. This provides a strong foundation for results-oriented management. However, full compliance will require regular monitoring reports, measurable outcomes, response plans addressing identified shortcomings, and follow-up evaluation.

„The Business Process Continuity Plan” covers the principles of ensuring continuity of educational and administrative processes, safeguarding students/trainees and staff, and protecting technical and information resources. The existence of the plan is positively assessed; however, its operational effectiveness requires the prioritization of critical processes, the definition of recovery time objectives, data recovery parameters, alternative infrastructure, staff substitution arrangements, scenario-based testing, and documentation of testing results.

„The Student Enrolment Planning Mechanism and Methodology” defines the principles for determining the optimal maximum number of students and takes into account resources, labour market demand, and the needs of the Ministry of Internal Affairs of Georgia. The submitted document and information obtained during the interviews set out the principles, criteria, and relevant quantitative indicators for determining the optimal maximum number of students for the educational programme. According to the document, student enrolment planning is based on a quality-oriented approach, the adequacy of human and material resources, predictability, transparency, labour market demand, the needs of the Ministry of Internal Affairs of Georgia, and risk prevention.

The LEPL - Public Security and Police Academy plans to admit 200 students annually, as a result of which the total student population will gradually reach 600 students over a three-year period. This figure represents the maximum student enrolment capacity defined by the institution.

According to the methodology, for 600 students the institution has:

- 25 teaching classrooms, each with a capacity of 25 students - 625 places in total;
- 6 open practical spaces/laboratories - 125 places in total;
- 6 enclosed practical spaces/laboratories - 125 places in total;
- a library/reading hall - 40 places.

According to the submitted calculation, under a single-shift operating model, the total potential capacity of the available spaces amounts to 915 places, which exceeds the resources required for 600 students and provides a reserve in infrastructure capacity.

The following ratios are presented in relation to human resources:

- 6 affiliated academic staff members - a ratio of 1:100;
- 11 invited staff members - a ratio of 1:55;
- 17 affiliated and invited staff members in total - a ratio of 1:35;
- 74 administrative staff members - a ratio of 1:8;
- 31 support staff members - a ratio of 1:19;
- 105 administrative and support staff members in total - a ratio of 1:6;

- 122 staff members in total - a ratio of 1:5.

It is positively assessed that the determination of the maximum number of students is linked to human, material, technical, and library resources, the format of practical training, and the institution's specific needs. The phased annual admission model is also important, as it will allow the institution to assess the adequacy of resources at each stage of student population growth and to introduce relevant changes where necessary. The area of international cooperation and internationalization is defined by the „**Internationalization Policy and Mechanisms of the Police Academy.**“ The document links internationalization with the enhancement of teaching and learning quality, harmonization with international standards, exchange of best practices, professional development of staff, student participation in international activities, and joint research.

The LEPL – Public Security and Police Academy cooperate with AEPC, CEPOL, FRONTEX, relevant OSCE networks, and numerous foreign police educational institutions. This partnership network represents a significant institutional resource; however, the effectiveness of partnerships should be assessed through implemented activities, joint projects, changes introduced into educational programmes, the number of participants, and the institutional dissemination of acquired knowledge.

Interviews conducted during the site visit demonstrated that the leadership is aware of the responsibilities arising from the institution's new status and plans the gradual development of its management, quality assurance, and research systems. At the same time, the interviews revealed that a number of mechanisms are still at the planning or initial implementation stage, and their sustainability should be demonstrated in the future through regular reports and tangible results.

Evidences/indicators

- Self-Evaluation Report of the LEPL – Public Security and Police Academy;
- Statute of the Legal Entity of Public Law – Public Security and Police Academy operating under the governance of the Ministry of Internal Affairs of Georgia;
- Organizational structure and staffing schedule of the LEPL – Public Security and Police Academy;
- Documents describing the functions and powers of the structural units of the LEPL – Public Security and Police Academy;
- Rules for the Recruitment of Academic Staff and the Conduct of Competitions;
- Instruction on Electronic Records Management within the System of the Ministry of Internal Affairs of Georgia;
- Management Effectiveness Monitoring Mechanisms and Evaluation System;
- Business Process Continuity Plan;
- Student Enrolment Planning Mechanism and Methodology;
- internationalization Policy and Mechanisms of the Police Academy;
- List of international cooperation agreements and memoranda of understanding;
- Orders, meeting minutes, and reports reflecting the activities of the institution's governing bodies and structural units;
- Documentation related to the announcement, evaluation, publication of results, and appeal procedures for academic staff competitions;
- Results of interviews conducted during the authorization site visit with the Rector, Vice-Rectors, representatives of the governing bodies, heads of structural units, and academic and administrative staff;

Additional explanations provided during the authorization site visit.
Recommendations: It is recommended that the „Business Process Continuity Plan“ is further operationalized by classifying critical processes and defining Recovery Time Objectives (RTO), Recovery Point Objectives (RPO), alternative resources, communication scenarios, and procedures for regular testing.
Suggestions: - It is suggested to introduce a mechanism for the institutional dissemination of knowledge acquired by staff participating in international activities, such as an internal seminar, methodological material, or a proposal for improving the programme and/or syllabus. - It is suggested to define in advance transparent procedures for the selection, information, funding, recognition, and use of feedback related to students' participation in international activities.
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 The LEPL - Public Security and Police Academy has developed the document entitled “Description of Quality Assurance Mechanisms and Evaluation of Their Effectiveness,” which reflects the institution’s systematic and development-oriented approach to quality assurance. The quality assurance system is based on the PDCA cycle of continuous improvement-planning, implementation, evaluation, and enhancement-and encompasses the institution’s educational, research, administrative, human resource, material and technical, and information-related processes. This broad scope is positively assessed, as

quality assurance is understood within the institution as an integral component of governance and institutional development rather than merely as a formal control mechanism. The submitted documentation provides for the monitoring of educational programmes, the assessment of learning outcomes, surveys of students, academic, invited, and administrative staff, staff performance evaluation, monitoring of research activities, assessment of resources, and the planning of improvement measures on the basis of the results obtained. The institutional definition of the quality assurance and monitoring function, as well as its linkage with the institution's management effectiveness evaluation system, is positively assessed. Interviews with institutional representatives also demonstrated readiness to adopt data-informed decision-making practices and to foster the gradual development of a quality culture. The institutional positioning of the Department of Quality Assurance and Monitoring within the governance structure underlines the importance assigned to the quality assurance function. The relevant documents provide programme monitoring, assessment of learning outcomes, surveys, staff evaluation, internal reporting, and coordination of authorization and accreditation processes. The linkage of quality assurance with the mechanisms for evaluating management effectiveness and research activities is also positively assessed. A fully functioning quality assurance system requires a continuous chain of evidence: evaluation instrument-collected data-analysis-decision-responsible person-implementation deadline-implemented change-follow-up evaluation of effectiveness. Given the new institutional status of the LEPL – Public Security and Police Academy, the number of such completed cycles remains limited at this stage. Accordingly, the existence of formal mechanisms is positively assessed; however, their effectiveness should be demonstrated through practical implementation and documented results.
Evidences/indicators • Self-Evaluation Report of the LEPL - Public Security and Police Academy; • Description of Quality Assurance Mechanisms and Evaluation of Their Effectiveness; • Statute of the LEPL - Public Security and Police Academy; • Organizational structure of the LEPL - Public Security and Police Academy; • Documents describing the functions and powers of the Department of Quality Assurance and Monitoring; • Management Effectiveness Monitoring Mechanisms and Evaluation System; • Student Enrolment Planning Mechanism and Methodology; • Educational programme monitoring mechanisms and relevant evaluation instruments; • Learning outcomes assessment mechanisms, evaluation forms, and relevant reports; • Questionnaires, results, and analysis forms related to surveys of students, academic, invited, and administrative staff; • Instruments for evaluating the performance of academic and invited staff; • System for evaluating the quality of research activities and the scientific productivity of staff; • Additional explanations, and relevant support materials provided during the authorization site visit.

Recommendations: • None
Suggestions: • It is suggested that a unified electronic improvement register is established to record the identified issue, its source, the decision taken, the responsible person, the implementation deadline, the implementation status, and the outcome. • It is suggested that quality assurance reports are regularly reviewed by the Academic Council and the Representative Council, and that key findings are communicated to the academic community in a clear and accessible format. • It is suggested that the continuous professional development of quality assurance staff is ensured in the areas of programme evaluation, data analysis, assessment of learning outcomes, and risk-based quality management.
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 LEPL - Public Security and Police Academy has submitted a set of regulatory documents governing the protection of ethical principles and academic integrity, including: • the Code of Ethics of the Georgian Police; • the Disciplinary Statute of Employees of the Ministry of Internal Affairs of Georgia; • the Code of Academic Integrity of the LEPL - Public Security and Police Academy; • the Internal Labour Regulations of the LEPL - Public Security and Police Academy. The submitted documents establish an institutional framework for ensuring legality, honesty, fairness, responsibility, impartiality, mutual respect, professional discipline, and academic integrity.

Given the profile of the LEPL - Public Security and Police Academy, the integrated development of professional ethics and academic integrity is of particular importance. The future professional activities of the graduates of the educational programme are closely linked to upholding the law, ensuring public safety, respecting human rights, maintaining impartiality, and demonstrating a high level of professional responsibility.

„The Code of Academic Integrity“ defines the core principles of academic integrity, forms of academic misconduct, prohibited practices, and mechanisms of accountability. The document considers academic integrity to be an essential foundation for high-quality education, fair assessment, and reliable research activity.

In order to ensure the practical implementation of plagiarism detection and prevention mechanisms, the LEPL - Public Security and Police Academy has signed a memorandum of understanding with the LEPL - State Security Academy, which provides the use of the Turnitin plagiarism detection software.

This cooperation creates an opportunity for students' and staff members' written and research work to be checked through an appropriate electronic system. Access to Turnitin constitutes an important tool for plagiarism detection, the development of academic writing skills, compliance with citation requirements, and the enhancement of the reliability of assessment.

At the same time, for the effective use of the software, it is important for the institution to define the stages of checking academic works, designate responsible persons, establish principles for the academic interpretation of similarity reports, and develop procedures for responding to the findings. A similarity percentage should not automatically be equated with plagiarism; each report should be assessed with due consideration of the accuracy of citation, the nature of the matches, the sources used, and the specific characteristics of the academic work.

The presented mechanisms for safeguarding ethics and academic integrity, access to the Turnitin software, and the relevant institutional cooperation provide a significant foundation for meeting the requirements of the standard. Following their practical implementation, it will be important to ensure that students and staff are properly informed, that the software is used consistently, and that identified cases are addressed in a fair and transparent manner.

Evidences/indicators

- Self-Evaluation Report of the LEPL - Public Security and Police Academy;
- Code of Ethics of the Georgian Police;
- Disciplinary Statute of Employees of the Ministry of Internal Affairs of Georgia;
- Code of Academic Integrity of the LEPL - Public Security and Police Academy;
- Internal Labour Regulations of the LEPL - Public Security and Police Academy;
- Memorandum of Cooperation concluded between the LEPL- Public Security and Police Academy and the LEPL - State Security Academy regarding the use of Turnitin software;
- Documentation confirming access to the Turnitin software;
- Materials evidencing the use of Turnitin for checking students' and staff members' written and research works following the practical implementation of the system.

Recommendations: • None
Suggestions: • 2.3. It is suggested to develop a unified guideline for the use of Turnitin, specifying the types of academic works subjected to review, the stages of the checking process, designated responsible persons, principles for the academic interpretation of similarity reports, and procedures for decision-making and appeals. • 2.3. It is suggested to organize information sessions, induction activities, and periodic training for students and academic/invited staff on academic integrity, citation, academic writing, research ethics, and the interpretation of Turnitin reports. • 2.3. It is suggested to integrate academic integrity issues into relevant courses and to design assessment tasks in authentic and practice-based formats.
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

The Bachelor's Educational Programme "Public Safety and Policing" of the Police Academy has been developed in accordance with the methodology adopted by the higher education institution. All relevant stakeholders were involved in the development and structuring process, which contributed to the creation of an educational programme aligned with the needs of the education and labour market. Based on the institutional visit and interviews, it was established that the higher education institution (HEI) had conducted an analysis of the basic labour market

demands. In addition, the HEI had reviewed the main professional practices and local employment opportunities relevant to the field.

Considering that the HEI is currently in the process of institutional establishment, it has expressed its readiness to further develop and continuously improve the programme in the future, which is particularly important when operating in a dynamic environment.

Evidences/indicators

- Self-Evaluation Report of the LEPL - Public Security and Police Academy;
- Description of Quality Assurance Mechanisms and Evaluation of Their Effectiveness;
- Educational programme monitoring mechanisms and relevant evaluation instruments;
- Learning outcomes assessment mechanisms, evaluation forms, and relevant reports;
- Interview results.

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 Bachelor's Educational Programme developed by the HEI is based on the legislative requirements of Georgia and the European Credit Transfer and Accumulation System (ECTS).

The presented Bachelor's programme is a regulated programme, meaning that it complies with the relevant sector-specific benchmark requirements. The programme has clearly defined programme learning outcomes, which are based on the Sectoral

Benchmark Statement for Public Safety. Accordingly, the learning outcomes are formulated in compliance with the National Qualifications Framework of Georgia.

The Bachelor's Educational Programme comprises 180 ECTS credits, including compulsory and elective courses within the major field of study, as well as compulsory courses from the free component. The compulsory programme component amounts to 108 ECTS credits, complemented by 30 ECTS credits for professional practice and 24 ECTS credits of elective courses. The compulsory free component consists of 18 ECTS credits.

The programme structure ensures a logical, coherent, and sequential arrangement of study courses, enabling students to achieve the programme learning outcomes defined in the curriculum.

The programme structure clearly demonstrates the existence of an elective component, allowing students to select elective courses according to their individual interests and preferences.

The Bachelor's Educational Programme has been developed while the HEI is in the process of institutional establishment. Therefore, following the successful authorization of the institution, an active information and promotional campaign will be conducted targeting the relevant audience. This commitment was also confirmed during the interviews.

Evidences/indicators

- Self-Evaluation Report of the LEPL - Public Security and Police Academy;
- Bachelor Educational Programme;
- Bachelor Educational Programme structure;
- Interview results.

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

3.3 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 HEI has developed a Programme Learning Outcomes Assessment Mechanism based on the legislative requirements of Georgia and taking into account the specific characteristics of the field.

The mechanism clearly defines the criteria for assessing students' achievement of the programme learning outcomes. In the future, the HEI will ensure that students are fully informed about the assessment system and procedures.

The student assessment system ensures fairness, equality of treatment, and transparency, thereby supporting the implementation of an objective and equitable assessment process.

The institution also prepared an appellation system to be implemented in case of need.

Evidences/indicators

- Self-Evaluation Report of the LEPL - Public Security and Police Academy;
- Description of Quality Assurance Mechanisms and Evaluation of Their Effectiveness;
- Educational programme monitoring mechanisms and relevant evaluation instruments;
- Learning outcomes assessment mechanisms;
- Interview results.

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

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

Based on the submitted documentation and the information obtained during the site visit, it is evident that the Academy has defined the main directions of staff management, which are aligned with its strategic objectives and support the implementation of planned educational and other institutional activities. The Strategic Development Plan and the Action Plan address workforce planning, recruitment and selection of qualified personnel, professional development, staff performance evaluation, motivation, and retention.

The Action Plan envisages the alignment of the human resource management policy, regulations governing the recruitment and evaluation of academic staff, job descriptions, and other internal regulations with the authorization requirements. It also provides for the assessment of the professional development needs of academic and administrative staff, the implementation of relevant development activities, and the further improvement of staff evaluation mechanisms.

The presented approach provides an appropriate basis for the management of academic, invited, administrative, and support staff and for ensuring the availability of qualified human resources. As the Academy is commencing the implementation of higher education activities, the effectiveness and consistent application of staff management mechanisms, as well as the sustainability of human resources, will be assessed during the practical implementation of educational programmes.

Furthermore, with a view to ensuring the sustainability of the personnel involved in the delivery of the educational programme, it is advisable to stipulate in the Academy's regulations and/or other relevant regulatory documents that courses designed to develop practical and professional skills should be delivered by individuals possessing appropriate qualifications and practical experience. It is also advisable that the selection of such personnel be based on an assessment of their practical competencies, professional experience, and relevant skills.

Evidences/indicators

- Strategic Development Plan;
- Action Plan;
- Methodology for Strategic Planning;
- Information obtained during the site visit.

Recommendations:

- None

Suggestions:

- It is suggested, with a view to ensuring the sustainability of the personnel involved in the delivery of the educational programme, to stipulate in the institution's regulations and/or other relevant regulatory documents that courses designed to develop specific practical and professional skills should involve instructors with appropriate qualifications and practical experience. Furthermore, it is suggested that such instructors are selected on the basis of an assessment of their practical competencies, professional experience, and relevant skills.

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

Based on the submitted documentation and the information obtained during the site visit, it is evident that the Academy has established the main approaches to human resource planning and the organization of academic and invited staff workload. These approaches are linked to the implementation of the planned educational programmes, the assessment of current and future staffing needs, and the strategic development of the institution.

The Action Plan provides for the systematization of teaching schedules and staff workload, the assessment of professional development needs, and an increase in the number of affiliated academic staff. The submitted information also indicates that academic resource planning is intended to take into account the projected student enrolment, the scope of educational programmes, research activities, and other responsibilities assigned to academic staff.

A comprehensive assessment of the adequacy of the number and workload of academic, scientific, and invited staff requires continuous monitoring of individual workloads, the distribution of teaching, research, and other institutional responsibilities, as well as changes in student enrolment. Particular attention should be given to ensuring that workload planning takes into consideration staff members' employment at other higher education institutions or organizations and its potential impact on the fulfilment of their responsibilities within the Academy.

The expert panel considers that the presented approaches provide an appropriate basis for planning the number and workload of academic, scientific, and invited staff. However, their adequacy and sustainability should be assessed during the practical implementation of educational programmes, taking into account changes in student enrolment and the development of the Academy's research activities.

Evidences/indicators

- 2026-2032 Strategic Development Plan;
- 2026–2029 Action Plan;
- Information obtained during the site visit.

Recommendations:

- None

Suggestions:

- None

Best Practices (if applicable):

- None

Evaluation

- ☒ x 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 LEPL - Public Security and Police Academy has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, and recognition of education.

The institution's regulation on Student Admission and Study Procedures describe student's assignment procedures and qualification granting process, that is in line with Georgian high education legislation.

Suspension and termination of student status is explained in the same document under article 3, the process is transparent and fair. The mobility process is highlighted in Internal and external mobility rules.

All these regulations are public and accessible to the students and other stakeholders at the website of the institution (<https://policeacademy.gov.ge/ka/about-the-academy/legal-acts>)

The contract between students and the university is in accordance with the current legislation on education in Georgia.

The LEPL - Public Security and Police Academy ensures the effective and timely implementation of procedures aimed at protecting students' rights and lawful interests. At the beginning of each academic year, the institution organizes an orientation session during which the Dean, Programme Coordinator, and assigned sergeants provide students with information about their rights, obligations, and responsibilities as defined in the student contract.

The institution has established mechanisms to ensure the protection of students' rights and lawful interests, including procedures for submitting and reviewing appeals related to the study process and decisions made by academic and administrative bodies. The relevant procedures are defined in the document „Mechanism for the Protection of Students' Rights and Lawful Interests“.

The LEPL - Public Security and Police Academy utilizes the learning Management system (lms-academy.mia.gov.ge) where students can register, select courses, review the program, and address any kind of issue about the lecturer or the subject.

The institution ensures students' right to participate in student self-government. Students have the opportunity to elect and be elected to student self-government bodies, enabling them to represent and promote student interests. However, students are not represented in the academic and administrative bodies of the institution, which limits their participation in institutional decision-making processes.

Evidences/indicators

- Self-evaluation report;
- The LEPL - Public Security and Police Studies - Bachelor Programme;
- Regulation on Student Admission and Study Procedures;
- The contract between student and the institution;
- Mechanism for the Protection of Students' Rights and Lawful Interests;
- Student Information System (lms-academy.mia.gov.ge);
- Institutions Webpage (www.policeacademy.gov.ge);
- Interview results.

Recommendations:

It is recommended to ensure student representation in relevant academic and administrative bodies to strengthen student participation in institutional governance and decision-making processes.
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 LEPL - Public Security and Police Academy has established mechanisms to provide students with appropriate consultation and support regarding the planning of the educational process and improvement of academic performance. The Dean, Programme Coordinator, and assigned sergeants will be responsible for providing students with guidance and support on academic matters, including the organization of the study process, academic requirements, and available institutional resources. In addition, students will receive course-related consultations from academic staff in accordance with the requirements defined in course syllabi. These consultations will cover course objectives, learning outcomes, study content, teaching and learning methods, and assessment criteria, ensuring that students have clear information and support throughout the learning process. As the institution has not yet enrolled students, the effectiveness of these consultation and support mechanisms could not be verified through student feedback. However, the institutional responsibilities and procedures for providing academic guidance and support have been established to ensure that students receive the necessary assistance from the beginning of their studies. The LEPL - Public Security and Police Academy has established career support services aimed at promoting professional development, employability, and successful career progression of students and graduates. The services are designed to support students in identifying professional goals, developing career plans, improving employability skills, and facilitating integration into the security and policing field.

The institution has assigned responsible person(s) for coordinating career development activities, including providing individual career consultations, supporting the organization of practical training, assisting students with CV and motivation letter preparation, conducting interview preparation activities, and monitoring graduates' career development. The Academy also plans to cooperate with relevant employers and stakeholders to enhance employment opportunities for graduates. As the LEPL - Public Security and Police Academy has not yet enrolled students, the effectiveness of these career support mechanisms could not be verified through student feedback. However, the institutional framework, responsible functions, and planned activities for providing career guidance and support have been established.

The institution plans to support student involvement in various educational, professional, local, and international activities. Students will be informed about professional events, workshops, training sessions, meetings with employers, practical training opportunities, and other relevant activities that contribute to their personal and professional development. The Academy also plans to support student initiatives within its available resources, encouraging students' engagement and development of professional skills, social responsibility, and active participation in the academic community.

The LEPL - Public Security and Police Academy has established cooperation frameworks with partner institutions through memorandums of understanding, creating a basis for future international cooperation and mobility opportunities. These agreements provide opportunities for the development of academic and professional collaboration, joint initiatives, and exchange activities. Information regarding available international opportunities will be communicated to students through relevant institutional channels. It is suggested that the institution continue expanding its network of international partners and explore additional cooperation opportunities to further enhance students' and academic staff's participation in international mobility programmes, professional development activities, and international projects.

Evidences/indicators

- Self-evaluation report;
- Memorandums;
- The contract between student and the institution;
- Institutions Webpage (www.policeacademy.gov.ge);
- Interview results.

Recommendations:

- None

Suggestions:

- It is suggested to continue expanding the institution's network of international partners and explore additional cooperation opportunities to further enhance students' and academic staff's participation in international mobility programmes, professional development activities, and international projects.

Best Practices (if applicable):

- None

Evaluation

- ☒ X 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

Descriptive summary and analysis of compliance with the standard component requirements

Based on the documentation submitted by the LEPL - Public Security and Police Academy, the Self-Evaluation Report, and the relevant regulatory acts, it is evident that the institution conceptualizes research as an important instrument for institutional development, enhancement of the quality of the educational programme, generation of new knowledge, and advancement of law-enforcement practice.

The LEPL - Public Security and Police Academy has developed an interconnected institutional framework for the planning, support, funding, utilization of results, and evaluation of research activities. This framework is established through the following key documents:

- Institutional Research Development Strategy;
- Public, Transparent and Fair Procedures for Research Funding;
- Mechanisms for Supporting Research and Creative Activities;
- System for Evaluating the Quality of Research Activities and the Scientific Productivity of Staff.

Taken together, the submitted documents provide a coherent initial foundation for research development. They cover the establishment of a research culture, the involvement of academic staff and students in research, the development of research competences, financial and material support mechanisms, international cooperation, the integration of research findings into the educational process and professional practice, and the evaluation of scientific productivity.

The practice-oriented nature of the research policy is particularly positively assessed. Research activities at the LEPL - Public Security and Police Academy are intended not only to generate academic output, but also to investigate real challenges in the fields of public security and policing, develop evidence-based recommendations, and apply the findings in relevant professional practice.

The LEPL - Public Security and Police Academy is at an early stage of developing research activities in its capacity as a higher education institution. Accordingly, the full effectiveness of the submitted policies and mechanisms will become fully assessable only after their consistent practical implementation and the accumulation of evidence regarding completed research projects, publications, student participation, attracted

grants, and the practical application of research findings. This circumstance does not diminish the significance of the established framework; however, it places particular importance on the operational planning, implementation, and documentation of research activities and their outcomes.

The LEPL - Public Security and Police Academy has submitted the Institutional Research Development Strategy, which defines the strategic vision, mission, priorities, objectives, and implementation mechanisms for research activities.

The Strategy aims to promote the systematic development of research at the LEPL – Public Security and Police Academy, foster a research culture, and generate knowledge that can be used to improve the law-enforcement system and professional practice. Research activities are based on the principles of academic integrity, practice orientation, transparency, and accountability.

The Strategy defines the research mission of the LEPL – Public Security and Police Academy as the conduct of high-quality, practice-oriented, and innovative research aimed at improving the effectiveness of the law-enforcement system. The institution's vision is to become a leading research center in the field of policing, generating reliable, applicable, and internationally recognized knowledge in the areas of security and police activity.

The Institutional Research Development Strategy sets out the following strategic objectives:

- development of a research culture;
- enhancement of staff research competences;
- increased student participation in research activities;
- development of institutional research;
- deepening of international cooperation;
- integration of research findings into practice.

It is positively assessed that research is presented as an integral component of the activities of the LEPL – Public Security and Police Academy and is linked both to the needs of the educational process and to the development of the law-enforcement system. The „**Institutional Research Development Strategy**“ declares the following principal research priorities of the LEPL – Public Security and Police Academy:

- training needs of the police units of the Ministry of Internal Affairs of Georgia;
- operational-search activities;
- methods of criminal investigation;
- organized crime;
- road safety;
- border protection and combating illegal migration;
- the use of physical force, firearms, and special means by the police;
- police-community relations.

These thematic areas are aligned with the mission and profile of the LEPL-Public Security and Police Academy and with the needs of the Ministry of Internal Affairs of Georgia. Their identification creates preconditions for the substantive focusing of research activities, targeted use of institutional resources, and achievement of practically significant outcomes.

At the same time, it would be appropriate for the broad research priorities declared in the Strategy to be translated annually into specific research topics, projects, and expected outcomes. Direct involvement of academic staff in this process will be important, as their scholarly interests, professional experience, and subject-specific

competences should constitute one of the main sources for shaping the annual research agenda.

The process of determining annual research priorities should also involve the relevant structural units of the Ministry of Internal Affairs of Georgia, students, practitioners, and international partners. Such an approach would ensure that the research agenda responds both to problems identified in professional practice and to contemporary trends in scientific development.

„The Research Strategy of the LEPL-Public Security and Police Academy“ provides for the development of the research competences of academic staff and students in the areas of research methodology, data analysis, and academic writing. It also envisages the coordination of research activities, incentives for researchers, support for publications, international cooperation, and the use of research findings in educational programmes and professional practice.

The intention to integrate research findings into the educational process is positively assessed. Such an approach will contribute to updating programme content, providing students with contemporary and practically relevant knowledge, and developing research-informed teaching.

For the further development of research activities at the LEPL -Public Security and Police Academy, it is important that the strategic objectives be translated annually into a specific research action plan defining:

- priority topics;
- planned research projects;
- responsible people and structural units;
- composition of research groups;
- budget and funding sources;
- implementation timelines;
- expected scientific and practical outcomes;
- forms of applying the results in the educational process and professional practice;
- quantitative, qualitative, and impact indicators.

It is also important to allocate realistic time for research activities within the academic staff workload scheme. Research requirements cannot be effectively implemented unless staff are provided with adequate time for research planning, data collection, analysis, publication, and dissemination of findings.

Evidences/indicators

- Self-Evaluation Report of the LEPL – Public Security and Police Academy;
- Documents describing the functions and powers of the structural unit responsible for coordinating research activities;
- Results of interviews conducted during the authorisation site visit with the institutional leadership, representatives responsible for development and research, academic staff, and students.

Recommendations:

- None

Suggestions:

- It is suggested that, on the basis of the Institutional Research Development Strategy, a detailed annual research action plan is developed, specifying concrete research topics and projects aligned with the priority areas declared in the Strategy, as well as responsible persons, research groups, budget, implementation timelines, measurable outcomes, and impact indicators.
- It is suggested that the active and documented participation of academic staff is ensured in the development of annual research priorities and the research action plan, taking into account their subject-specific expertise, research interests, and professional experience.
- It is suggested to develop a structured research skills module for students, covering research methodology, ethics, data analysis, academic writing, and the presentation of research findings.
- It is suggested to incorporate an interdisciplinary approach into the planning of research projects and to consider the legal, social, psychological, technological, and managerial dimensions of public security issues.

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 Internationalization

- 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 internationalization of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

The LEPL-Public Security and Police Academy has developed the „**Mechanisms for Supporting Research and Creative Activities**,“ which define the institutional, academic, human, financial, and material mechanisms for supporting research activities.

The purpose of the document is to create an environment within the LEPL-Public Security and Police Academy that facilitates the generation, development, and dissemination of new knowledge, strengthens the research skills of academic staff and students, and promotes the practical application of research findings.

Support for research activities is based on the principles of equal access, practice orientation, quality, innovation, and the integration of research and teaching.

At the LEPL - Public Security and Police Academy, the planning, coordination, and administrative support of research activities are carried out by the Department of Development, Research, External and Public Relations. The functions of this unit include planning research activities, supporting participants, developing the necessary skills, providing mentoring, and offering expert consultation.

It is positively assessed that the mechanisms presented provide support for staff and students in the areas of research methodology, statistical analysis, and academic writing. The possible optimization of the workload of staff involved in research activities is also envisaged.

With regard to financial and material support, the document provides for:

- funding of research projects within the available internal resources;
- support for attracting external grant funding;
- assistance with the editing, translation, and publication of scientific papers;
- access to scientific databases, library resources, and technical facilities;
- support for innovative projects and the development of simulation models;
- organization of research competitions and forums;
- support for the development of products of practical value, including manuals, training modules, and analytical reports.

The existence of both financial and non-financial incentives for research activities is positively assessed. According to the document, successful research and creative activities may be encouraged through bonuses, grants, certificates, or institutional recognition. Research activity is also linked to staff evaluation and career development.

The LEPL - Public Security and Police Academy has submitted the Public, Transparent and Fair Procedures for Research Funding, which define the procedures for funding research projects.

The funding process is based on the principles of publicity, transparency, fairness, and objectivity. Research funding is awarded through an open competition, and the competition announcement must include the project objective, implementation period, thematic areas, application form, and submission procedure.

It is positively assessed that participation in a research project is possible both individually and as part of a team, while student participation is encouraged. Applications are evaluated by a commission established by an order of the Rector, which may include both representatives of the LEPL - Public Security and Police Academy, and invited practitioners from the relevant field.

The criteria for evaluating research applications include:

- the theoretical and practical significance of the research;
- the feasibility of the research;
- the applicability of the results;
- alignment with the needs of the LEPL – Public Security and Police Academy.

The document also regulates the management of conflicts of interest, decision-making, publication of results, provision of feedback, allocation of funding, reporting, and monitoring of the effectiveness of the funding process.

The research project report form includes a description of the research problem, objective, methodology, key findings, practical recommendations, and the intended use of the results. This reflects a results-oriented and practice-focused approach to research funding.

The Institutional Research Development Strategy identifies the deepening of international cooperation as one of its strategic objectives. It provides cooperation with foreign educational and research institutions, implementation of joint projects, and exchange of experience.

The existing international partnership network of the LEPL – Public Security and Police Academy create significant opportunities for the internationalization of research activities. International cooperation may be used to:

- implement joint research projects;
- attract international grants;
- involve foreign researchers and experts;
- prepare internationally co-authored publications;
- implement exchange activities for researchers and students;
- disseminate research findings through international conferences and professional networks.

The presented mechanisms provide a foundation for the internationalization of research. However, at the next stage, it will be important to ensure results-oriented planning in this area and to document specific outcomes.

Evidences/indicators

- Self-Evaluation Report of the LEPL - Public Security and Police Academy;
- Mechanisms for Supporting Research and Creative Activities;
- Public, Transparent and Fair Procedures for Research Funding;
- Institutional Research Development Strategy;
- System for Evaluating the Quality of Research Activities and the Scientific Productivity of Staff;
- Documents describing the functions and powers of the Department of Development, Research, External and Public Relations;
- Documentation confirming the financial, material, library, electronic, and technical resources allocated to support research activities;
- Results of interviews conducted during the authorization site visit with the institutional leadership, the Department of Development, Research, External and Public Relations, academic staff, and students;

Recommendations:

- None

Suggestions:

- It is suggested that a separate action plan for the internationalization of research activities be developed, identifying priority international partners, joint research projects, participation in grant competitions, internationally co-authored publications, responsible persons, implementation timelines, and outcome indicators.
- It is suggested to establish a regular newsletter or electronic communication channel for academic staff and students on research opportunities, consolidating information on internal and external grants, conferences, publication opportunities, training activities, and international projects.
- It is suggested to develop small-grant, mentoring, and research skills development programmes for early-career academic staff and those with limited research experience.
- It is suggested to establish thematic research groups with international partners focusing on current issues in public security and policing.
- It is suggested to develop a plan for the dissemination and practical application of the best research outputs identified through internal research competitions.

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.	
Descriptive summary and analysis of compliance with the standard component requirements	
The LEPL - Public Security and Police Academy has developed the „System for Evaluating the Quality of Research Activities and the Scientific Productivity of Staff,“ the purpose of which is to ensure an objective, transparent, and fair assessment of the quality of research and scientific activities, as well as the scientific productivity of staff. The evaluation system is based on the principles of publicity, transparency, equality, practical orientation, feedback, and continuous improvement. Both research projects and staff scientific productivity are subject to evaluation, including publications, conference participation, projects, and other research-related activities. The criteria for evaluating research projects include: • practical significance; • applicability; • quality and accuracy; • Innovativeness; • effectiveness of implementation. The evaluation of staff scientific productivity includes: • publications and participation in scientific conferences; • publication of books and manuals; • innovative and creative activities; • practical application of research findings; • professional development. Academic staff performance is evaluated at the end of the academic year using a 100-point system. According to the distribution presented:	
Evaluation Criterion	Maximum Score

Publications/conferences	25
Publications, books/manuals	25
Innovative activities	15
Practical application	20
Professional development	15
Total	100

Based on the evaluation results, performance is classified as follows:

- 90-100 points - high quality/high productivity;
- 70-89 points - satisfactory/average productivity;
- 50-69 points - requiring improvement;
- below 50 points - low productivity.

It is positively assessed that each evaluated staff member receives written feedback outlining strengths, areas for improvement, and recommendations for the following academic year. The document also provides for the analysis of evaluation results, the identification of systemic weaknesses, and the planning of future activities.

The presented system establishes an important foundation for evaluating research activities and scientific productivity. At the same time, at a later stage of research development, it would be appropriate to further diversify the evaluation criteria and adapt them to different types of research outputs.

For example, the number of publications alone cannot serve as a comprehensive indicator of scientific productivity and quality. It is important to consider the quality of publications, the peer-reviewed or indexed status of journals, international co-authorship, citation indicators, research grants, the practical application of research findings, their impact on changes in policies or procedures, and their integration into the educational process.

A complete research evaluation cycle should include data collection, individual and institutional analysis, feedback, an improvement plan, identification of responsible persons, implementation timelines, and follow-up evaluation. It is also important to link the evaluation results to staff professional development, mentoring, research support, incentives, and the allocation of research resources.

Evidences/indicators

- Self-Evaluation Report of the LEPL - Public Security and Police Academy;
- System for Evaluating the Quality of Research Activities and the Scientific Productivity of Staff;
- Approved criteria and indicators for evaluating research activities and scientific productivity;

- The 100-point academic staff performance evaluation system and the corresponding evaluation forms;
- Criteria for evaluating research projects, including practical significance, applicability, quality, accuracy, innovativeness, and effectiveness of implementation;
- Criteria for evaluating staff scientific productivity, including publications, conference participation, academic publications, innovative activities, practical application of research findings, and professional development.
- Results of interviews conducted during the authorisation site visit with the institutional leadership, the structural unit responsible for research activities, and academic staff.

Recommendations:

- None

Suggestions:

- It is suggested that the criteria for evaluating research activities and staff scientific productivity are diversified by incorporating qualitative, quantitative, international, and practical impact indicators.
- It is suggested that the full annual cycle of research activity evaluation is implemented and documented, including data collection, analysis, individual and institutional feedback, an improvement plan, responsible persons, implementation timelines, and subsequent evaluation of effectiveness.
- It is suggested to establish an electronic research database and/or individual research profiles recording publications, projects, conference participation, grants, and practical impact.
- It is suggested to define international co-authorship, publications in peer-reviewed and indexed journals, participation in international projects, and the practical implementation of research findings as separate evaluation indicators.

Best Practices (if applicable):

- None

Evaluation

- ☒ 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.

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 the 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
Descriptive summary and analysis of compliance with the standard component requirements Based on the visit, it is evident that the Academy has defined the directions for the development and management of its material resources in line with its strategic objectives and planned educational activities. The existing infrastructure and the planned development measures are aimed at ensuring an appropriate educational, administrative, and practical learning environment for the implementation of higher education programmes. The Strategic Development Plan and the Action Plan provide for the development of infrastructure, modernization of teaching facilities, upgrading of specialized training spaces, renewal of technical equipment, and the establishment of student accommodation. The planned activities are accompanied by defined implementation timelines, responsible structural units, and allocated financial resources. The submitted documentation also outlines the Academy's approach to ensuring health and safety, sanitary conditions, and accessibility for people with disabilities. The effectiveness of these mechanisms will be assessed during the implementation of the Academy's educational activities. The expert panel considers that the existing material resources and the planned development activities provide an appropriate basis for the implementation of educational activities, while their further development is aligned with the Academy's Strategic Development Plan.
Evidences/indicators: ● Self-Evaluation Report; ● Strategic Development Plan; ● Action Plan; ● Information obtained during the visit.
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
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 Based on the visit, it is evident that the Academy has identified the directions for the development of its library resources in accordance with its educational and research activities. The Strategic Development Plan and the Action Plan provide for the development of library resources and services, as well as ensuring their accessibility for students and academic staff. The documentation outlines measures related to the development of library collections, access to electronic resources, and support for teaching and research activities. It also envisages the gradual development of library infrastructure and services in line with the Academy's institutional needs. The expert panel considers that the planned approach provides an appropriate basis for the effective use and further development of library resources, while their effectiveness will be assessed during the implementation of the Academy's educational activities.
Evidences/indicators • Self-Evaluation Report; • Strategic Development Plan; • Action Plan; • Information obtained during the visit.
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

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.

Descriptive summary and analysis of compliance with the standard component requirements

Based on the documentation submitted, it is evident that the Academy has planned the development of its information technology infrastructure, the implementation of electronic services and management systems, and their continuous improvement. The Strategic Development Plan and the Action Plan include activities related to the development of information systems, enhancement of digital services, and the use of information technologies to support educational processes.

The documentation also addresses business continuity, the operation of information systems, and the further development of the institutional website. The effectiveness of these mechanisms will be assessed during the implementation of the Academy's activities.

The expert panel considers that the planned measures provide an appropriate basis for the development of the Academy's information resources and are consistent with its planned institutional activities.

Evidences/indicators

- Self-Evaluation Report;
- Strategic Development Plan;
- Action Plan;
- Information obtained during the visit.

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 Based on the visit, it is evident that the Academy has established mechanisms for financial planning and management that are aligned with its strategic objectives and the activities envisaged in the Action Plan. The budget provides for the financing of the institution's core activities, infrastructure development, library resources, and other priority areas. The Strategic Development Plan and the Action Plan define financial support for planned activities, responsible structural units, and implementation timelines. The submitted documentation also demonstrates the existence of a financial management and control system. The expert panel considers that the financial planning and management mechanisms provide an appropriate basis for the implementation of the Academy's planned activities, while their sustainability will be assessed during the practical implementation of the institution's activities.
Evidences/indicators ● Self-Evaluation Report; ● Strategic Development Plan; ● Action Plan; ● Information obtained during the visit.
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