



**Subject Benchmark Statement of Sport**

**I and II Cycles of Higher Education**

**VI and VII Levels of the National Qualifications Framework**



## I. INTRODUCTION

The Subject Benchmark Statement for higher education in Sport is an academic standard that defines the subject-specific characteristics of the field. It outlines the minimum learning outcome requirements corresponding to Levels VI and VII of the National Qualifications Framework and establishes the teaching, learning, and assessment methods, resources, and other essential elements necessary to achieve these outcomes. This Subject Benchmark Statement outlines the knowledge, skills, responsibility, and autonomy that students are expected to acquire upon completion of a Bachelor's or Master's degree programme in the field of Sport. The aim of the Subject Benchmark Statement for higher education in Sport is to support the development of Bachelor's (first-cycle) and Master's (second-cycle) programmes in the field of Sport, promote student mobility at both national and international levels, ensure the international recognition of awarded qualifications, and enhance graduate employability.

It is recommended that this Subject Benchmark Statement in Sport be introduced to the following groups:

- academic, invited, and administrative staff of higher education institutions involved in the development and implementation of educational programmes;
- prospective students who wish to study in an educational programme corresponding to the field of Sport;
- students interested in what knowledge, skills, and competences they will acquire upon completion of Bachelor's/Master's educational programmes corresponding to the field of Sport;
- employers interested in the competences and employment of graduates of educational programmes corresponding to the field of study covered by the present Subject Benchmark Statement.
- members of the Accreditation, Authorization and Appeals Council who are involved in the process of evaluation of educational programmes and in decision-making on

their compliance with the accreditation standards.

The validity period of the Subject Benchmark Statement of higher education in Sport is seven years.

In English, the name of the Subject Benchmark Statement is: **Subject Benchmark Statement for Sport.**

The present Subject Benchmark Statement differs from the benchmark approved on 1 May 2023. The update of the document was based on the decision of the Sector Council of higher education in Sport (21 June 2023), related to the amendment of the descriptor of the detailed field “1014 Sport” of the classifier of fields of study approved by Order No. 69/n of the Minister of Education, Science, Culture and Sport of Georgia of 10 April 2019. The Council considers that the current formulation - „study of the techniques and skills of a specific sport“- does not adequately describe the field. The above-mentioned formulation represents only one narrow fragment of the field of Sport, indicating only the acquisition of a specific type of Sport and not reflecting the complex nature and scope of Sport.

In the present Subject Benchmark Statement, the diversity of the field of Sport has been elaborated in detail, where its educational, recreational, and competitive functions are described. Therefore, it is important that the document of the classifier of fields of study also fully reflects the field of Sport and corresponds to the information provided in this respect in the Subject Benchmark Statement.

The Council decided that the descriptor of the detailed field of study “1014 Sport” in the classifier of fields of study should be formulated as follows: **Studies coaching ways and elements, principles and methods of training, technical-tactical skills of a specific type of sport, sport as a scientific discipline, and its characteristic research aspects. Studies coaching ways and elements, principles and methods of training, technical- tactical skills of a specific type of sport, sport as a scientific discipline and its characteristic research aspects.**



## II. DESCRIPTION OF FIELD OF STUDY

Sport plays a significant role in human life, contributing to the development of both physical and mental abilities and providing opportunities for their expression in a structured and organized environment.

The field of Sport encompasses various functions, including educational, recreational, and competitive aspects:

- **The educational function** involves the development of teamwork, discipline, a sense of responsibility, self-restraint, determination, adherence to the principles of fair play, and ethical behavior.
- **The recreational function** supports the promotion of a healthy lifestyle, contributes to the creation of a positive social and psychological environment, and strengthens overall public health.
- **The competitive function** enables the achievement of record-breaking results, the identification of winners—including among persons with disabilities—and enhances the country's international prestige.

An important objective of higher education in the field of Sport is to prepare professionals who possess up-to-date knowledge in specific areas of the discipline and demonstrate the readiness and ability to apply this knowledge effectively through appropriate methods and technologies. In the learning process, the student acquires, on the one hand, theoretical knowledge of the field of Sport through the study of relevant disciplines, and on the other hand, gains the practical skills necessary for the field.

The content of educational programmes in the field of Sport is determined by the mission of the higher education institution, the available human and material resources, the institution's



traditions and future development vision, labor market demands, and other relevant factors.

At the first cycle of higher education, Bachelor's programmes in Sport provide students with foundational professional knowledge in general methodology, pedagogy and psychology, medical and biological sciences, as well as the scientific principles underlying the field. These programmes also develop the essential practical skills required for professional practice. At the second cycle, Master's programmes focus on deepening professional knowledge and skills while enhancing scientific research competencies.

The competences acquired within bachelor's/master's educational programmes in the relevant field of Sport enable the graduate to continue studies at the next cycle = master's/doctoral level.

### III. Learning Outcomes

The learning outcomes specified in this Subject Benchmark Statement represent the minimum standard that all higher education institutions are required to meet. Institutions are authorized to define these outcomes without formally dividing them into the three categories—**knowledge and understanding**, **skills**, and **responsibility and autonomy**—provided that all three components are appropriately addressed and integrated within the programme.

#### 3.1. Learning Outcomes Required to Acquire a Bachelor's Degree

##### **Knowledge and understanding**

**A graduate:**



- Reviews the importance of Sport's educational, recreational, and competitive functions in the process of societal development.
- Describes the latest aspects characteristic of the field of Sport, as well as principles and methods of teaching and training;
- Demonstrates knowledge of the specifics of a sport (terminology, aspects of athlete preparation, competition rules, etc.);
- Displays basic knowledge in medico-biological sciences related to sport education and sport activity (anatomy (structure of the human body); physiology (functioning of the human body); biochemistry (metabolism and hormonal function of the human body), etc.), as well as in behavioral and social sciences (psychology (human development: child, adolescent, adult, elderly); sociology (gender issues), etc.).

## **Skills**

### **A graduate:**

- In accordance with the specifics of the field of Sport, applies appropriate teaching and training methods, as well as general developmental and special exercises as means, together with research methods widely used in Sport science, in the working environment;
- Collects and interprets data characteristic of the field of Sport (review of methodological literature, competition analysis, assessment of athletes' performance capacity through testing, etc.), and formulates appropriate conclusions based on the analysis of the collected information;
- In accordance with the profile of the programme, carries out research/practical projects/papers based on predetermined guidelines.
- Discusses important issues in the field of Sport (the effectiveness of training and



competitive activities, the importance of recreational matters, appropriate methods for scientific analysis, etc.) with specialists and non-specialists, both orally and in writing, using relevant information and communication technologies.

### **Responsibility and Autonomy**

#### **A graduate:**

- Evaluates both their own and others' strengths and weaknesses and plans their academic and professional development;
- In the process of performing work, demonstrates a professionalism, creates a safe working environment, and acts in accordance with the principles of teamwork, fair play, and academic integrity.

## **3.2. Learning Outcomes Required to Acquire a Master's Degree**

### **Knowledge and Understanding**

#### **A graduate:**

- Demonstrates deep and systematic knowledge of modern trends and key issues in the development of the field of Sport (of a specific type of sport and/or of the latest scientific achievements in the field of Sport).
- Uses subject-specific terminology, discusses the skills necessary for successful activity in Sport at the level of personal characteristics, professional attributes, and motor abilities.
- Critically reflects on strategies for the rational solution of educational and training problems existing in the field of Sport, from both practical and scientific perspectives, and develops new, original ideas.



- Demonstrates deep and systematic knowledge in interdisciplinary fields related to Sport education and Sport activity (medico-biological, behavioral and social sciences, and others).

### **Skills**

#### **A graduate:**

- Develops short-term and long-term comprehensive work/educational/training plans using the tasks, means, and methods existing in the field of Sport;
- Based on collected data, identifies modern trends in the relevant type of Sport and, accordingly, implements interventions through innovative and creative approaches;
- Searches for relevant information, on the basis of which conducts research independently; in compliance with standards of academic ethics, presents their work in various forms, including by using modern technologies.

### **Responsibility and Autonomy**

#### **A graduate:**

- Observes safety standards and the principles of teamwork in the course of activities. Acts in accordance with the principles of professional ethics.
- Independently determines the need for their further professional/creative development and contributes to the process of professional/creative development of others.
- Takes into account the rules and regulations of international organizations in the field of Sport (including the Anti-Doping Agency) and respects the values of the Olympic movement.





#### IV. Qualification to be Awarded

Within the framework of bachelor's/master's educational programmes in the field of Sport, graduates are awarded one of the following qualifications:

- a) Bachelor/Master with indication of the detailed field of study (Bachelor/Master of Sport);
- b) Bachelor/Master of Science with indication of the detailed field of study (Bachelor/Master of Science in Sport);
- c) Bachelor/Master of Humanities with indication of the detailed field of study (Bachelor/Master of Humanities in Sport).

The formulation of the qualification is determined based on the content, structure and goals of the educational programme.

The qualification of “Bachelor/Master of Sport”, with an indication of the specific field of study, is awarded in programmes that, in addition to covering a range of supporting disciplines, place a strong emphasis on providing theoretical knowledge and developing practical skills in a particular type of sport. To achieve this, the programme must allocate a reasonable number of credits to ensure that both the theoretical and practical components of the chosen sport are delivered at an appropriate and comprehensive level.

If the aim of the programme is to explore the field of Sport from a scientific perspective, the qualification may be designated as “Bachelor/Master of Science in Sport.” In such cases, a substantial proportion of programme credits must be allocated to disciplines that examine Sport through a scientific lens.

Alternatively, if the educational programme is oriented toward the humanities and social sciences, with a focus on the theoretical aspects of Sport, the qualification may be awarded as “Bachelor/Master of Humanities in Sport.”



## V. Teaching, Learning and Evaluation

The primary goal of teaching in the field of Sport is to develop specialists equipped with current knowledge and practical skills. To achieve the objectives and learning outcomes of Bachelor's and Master's programmes, and to effectively evaluate these outcomes, it is essential to select and implement teaching, learning, and assessment methods aligned with the programme's goals. Student assessment should be multi-faceted, ensuring that the objectives and learning outcomes of each course are thoroughly evaluated.

When selecting teaching and learning methods, the level of study should be taken into account. As students' progress from the Bachelor's to the Master's cycle, greater emphasis should be placed on research-based teaching approaches, enabling students to develop the ability to independently plan and conduct research.

### 5.1. Teaching and Learning Methods

For the effective study of the field of Sport, and taking into account its specific nature, the learning process should take place both in classroom settings and at appropriate sports facilities. Below are listed the recommended teaching-learning methods in the field of Sport. Higher education institutions implementing educational programmes may apply selected methods from those listed below and/or other methods in the teaching process.

- Lecture

In lectures, the following activities may be used: explanation, presentation, and others.

- Seminar

In seminars, the following activities may be used: discussion, debates, brainstorming, and others.

- Practical Session

In practical sessions, the following activities may be used: practical execution and demonstration of technical-tactical actions, analysis of practical situations, synthesis, and others.

- Independent work

In independent work, the following activities may be used: working with a book, preparing a presentation, practical execution of technical actions, and others.



## 5.2. Assessment Methods

The assessment forms (midterm and final evaluation) defined in the syllabus of each course of the Sport educational programme may include assessment components that determine the student's knowledge, skills, and competences.

A higher education institution is authorized to use selected methods from those listed below and/or other methods. The assessment components (assessment means) are:

- Oral examination;
- Written examination;
- Verbal inquiry;
- Homework;
- Practical execution of technical actions;
- Individual and/or group presentation;
- Research project;
- and others.

## 5.3 Development of Student Practical Skills

Practical training is a vital component of both Bachelor's and Master's programmes in Sport. Its purpose is to develop, enhance, and consolidate the practical skills of students as future professionals.

For programmes focused on preparing coaches in a specific type of sport, the practical component is developed through practical sessions and implemented during coaching practice.

## 5.4. Development of Student Scientific/Research Skills

The methodology and specificity of teaching in the master's educational programme in Sport should be research-oriented. For this purpose, the programme must include study courses aimed at developing scientific-research skills.

These courses should provide the prerequisite for the research component to be represented



with appropriate depth in the programme, thereby supporting the development of research skills in the student and the preparation of an effective master's thesis with a research profile. To ensure the high quality of the master's thesis, within the framework of the master's educational programme in Sport, an instruction for the preparation, presentation, and evaluation of the master's thesis must be developed, in which all necessary procedures will be described in detail.

## VI. Additional Information

### 6.1. Academic Staff

The implementation of bachelor's/master's programmes in the field of Sport by a higher education institution is possible with the involvement of an adequate number of academic personnel and invited specialists with the required qualifications, whose experience and competences ensure the stable and effective functioning and development of bachelor's/master's programmes, as well as the achievement of the learning outcomes defined by the programme.

The leading personnel of practical disciplines, in addition to theoretical knowledge of the relevant type of Sport, must also possess appropriate experience accumulated through practical activity. It is desirable that they also have refereeing experience in the respective field, or hold the title of Honored Coach or Honored Worker of Sport.

### 6.2. Material Resources and Infrastructure

Higher education institutions offering Bachelor's and Master's programmes in Sport must have teaching facilities equipped with the necessary sports equipment and technical resources. These facilities should provide academic staff, invited specialists, and students with the appropriate conditions to achieve the objectives and learning outcomes of the programmes. Practical sessions must be conducted in sports facilities that meet the standards appropriate to the specific type of sport, adhering to proper hygienic and sanitary norms, including both the cleanliness of the training environment and the hygiene of the athletes.



### 6.3. Employment

A graduate holding a bachelor's/master's academic degree in the field of Sport may:

- Work in public and private institutions;
- Be employed as a coach in children's and youth sports schools, sports clubs, and national teams of different age categories (in the case of certain types of Sport, to carry out this activity it is mandatory to complete certification courses/licensing programmes conducted under the auspices of the respective sport federation);
- Be employed as a specialist in sport federations of various types of Sport, as well as in wellness and fitness clubs;
- Work as a researcher in the field of Sport;
- Work in colleges and higher education institutions within the relevant profile;
- etc.

## VII. Team Members Working on the Subject Benchmark

Nº	Name, surname	Organization/institution	Position
1	Giorgi Zubitashvili	LEPL - Georgian State Teaching University of Physical Education and Sport	Doctor of Sport; Full Professor of the Georgian State Teaching University of Physical Education and Sport; Head of the Scientific-Research Office; Head of the Department of Martial Arts - Chair of the Council



2	Sopio Gvetadze	N(N)LE - Georgian Federation	Secretary General of the Chess Federation - Secretary of the Council
3	Maia Khurtsilava	LEPL - Georgian State Teaching University of Physical Education and Sport	Head of the Quality Assurance Office; Expert in Vocational Education and Training at the National Center for Educational Quality Enhancement
4	Merab Metreveli	LEPL - Georgian State Teaching University of Physical Education and Sport	Director of the Center for Qualification Improvement and Retraining of the Georgian State Teaching University of Physical Education and Sport; Assistant Professor of the Department of Sport Games; Head of the Handball Coaches Certification System in Georgia within the framework of the European Handball Federation Programme



5	Laura Eliauri	LEPL - Gori State Teaching University	Doctor of Technical Sciences; Associate Professor at Gori State Teaching University; Head of the Quality Assurance Office of the Faculty of Education, Exact and Natural Sciences
6	Aleksandre Gobirakhashvili	LEPL - Gori State Teaching University	Doctor of Pedagogical Sciences; Head of the Bachelor's Programme in Sport at Gori State Teaching University, Invited Specialist; Associate Professor at the Georgian State Teaching University of Physical Education and Sport; Head of the Sports Club of "New Vision University"
7	Tamar Mamagulashvili	Ministry of Culture, Sport and Youth of Georgia	First Category Specialist of the Department of Mass Sport and Youth Affairs of the Ministry of Culture, Sport and Youth of Georgia



8	Teona Asatiani	Ministry of Culture, Sport and Youth of Georgia	Specialist of the Department of Mass Sport and Youth Affairs
9	Shalva Oniani	N(N)LE - Georgian Basketball Federation	Head of the Department of Regional Development of the Georgian Basketball Federation; Manager of Georgian Youth National Basketball Teams; Director of FIBA U20 European Championship; Member of the Organizing Committee of FIBA EUROBASKET; FIBA SPOC - Head of the Sport and Fairness Office
10	Vako Darsadze	N(N)LE - Georgian Football Federation	Deputy Technical Director of the Georgian Football Federation; Coach Education Manager; Coordinator of UEFA SHARE Project; Head of FIFA TDS Project; Manager of Training Pitches and Team Services for EURO U21 2023





11	Zaza Zamtaradze	N(N)LE - Georgian Football Federation	Sports Technical Director of the Georgian Football Federation
12	Tornike Kiknavelidze	N(N)LE - Georgian Tennis Federation	Head of the Coach Development Courses of the Georgian Tennis Federation